

Pupil premium strategy statement

This statement details our school's use of pupil premium grant 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	Paddox Primary School
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Guymer Headteacher
Pupil premium lead	Stephanie Ayris Pupil Premium Champion
Governor / Trustee lead	Adrian Higginbotham- Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,650
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£137,650

Part A: Pupil premium strategy plan

Statement of intent

At Paddox Primary School we aspire to excellence for the whole community, celebrating the strengths and unique qualities of every member of our school. Paddox is a place where everyone is valued and cared for and we are committed to providing an environment that enables our pupils to make good progress and to achieve across all subject areas, irrespective of their background or the challenges that they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. In addition we will consider the challenges faced by all vulnerable pupils, such as those who have a social worker or who are young carers and support their needs accordingly, regardless of whether they are identified as 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 about the impact of disadvantage. The approaches we have adopted complement each other to help our pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and progress
- ensure disadvantaged pupils are provided with appropriate high quality provisions that meet their personal needs
- act early to intervene at the point need is identified, especially with SEMH needs and family support, regardless of if a pupil is has previously been identified as disadvantaged or vulnerable

Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged pupils (DAP) have lower attainment and make slower progress than their peers. The impact of COVID-19 has meant that the knowledge and vocabulary deficit has widened for a number of DAP.

- On entry in September 2021, 100% of DAP in EYFS were below ARE across all areas of learning, with up to 30% of children well below age related expectations.
- At the first assessment point in Autumn 2021, 23% of DAP were off track to make expected progress in Reading, Writing and Maths from their individual starting points.
- At the end of academic year 2021-2022 30% of DAP children were working below ARE for Reading, 39% of DAP children were working below ARE for Writing and 32% of DAP children were working below ARE for Maths.
- At the end of the academic year 2022-2023, in EYFS, 50% of DAP children were working below ARE in Reading (Word Recognition); 58% of DAP children were working below ARE in Writing and 33% of DAP children were working below ARE in Maths. This shows that non-DAP children continue to outperform DAP children in Reading, Writing and Maths. However, there has been an improvement in the percentage of DAP children achieving ARE+ in Writing (improved by 2%) and in Maths (improved by 7%) when compared to last year. The percentage of DAP children achieving ARE+ in Reading (50%) has maintained when compared to last academic year
- At the end of the academic Year 2022-2023, at the end of KS1, 48% of DAP children were working below ARE in Reading compared to 28% of non-DAP; 58% of DAP children were working below ARE in Writing compared to 34% of non-DAP and 58% of DAP children were working below ARE in Maths compared to 28% of non-DAP. Non –DAP children continue to outperform DAP children in Reading, Writing and Maths. There has been improvement in the percentage of DAP children achieving below ARE in Reading (improved by 12%) and Writing (improved by 2%) since the end of the last academic year. However, DAP children achieving below ARE has worsened in Maths (by 8%) since last academic year.
- At the end of the academic Year 2022-2023 at the end of KS2, 10% of DAP children (equivalent to one child) are working below ARE compared to 20% Of Non-DAP children (equivalent to 16 pupils) in Reading; 30% of DAP children (equivalent to 3 pupils) are working below ARE in Writing compared to 27% of Non-DAP children (equivalent to 22 pupils); 30% of DAP children (equivalent to 3 pupils) are working below ARE compared to 18% of Non-DAP children (equivalent to 15 pupils) in Maths. There has been a significant positive improvement in attainment of DAP children compared to previous academic year which shows that the gap with Non-DAP peers is closing. In Reading, DAP children achieving below ARE has improved by 34%; in Writing DAP children achieving below ARE has improved by 8% and in Maths DAP children achieving below ARE has improved by 19%. There is a greater gap in attainment of DAP compared to Non-DAP in Maths than in Reading and Writing. Non-DAP children continue to outperform DAP children in terms of those achieving above the expected standard
- At the end of academic year, 2023-2024 in EYFS, 29% of DAP children are working below ARE in Reading (Word Reading); 43% of DAP children are working below ARE in Writing and 43% of DAP children are working below ARE in Maths (Number). When compared to Non-DAP children- 19% working below ARE in Reading; 26% working below ARE in Writing and 15% working below in Maths, it is evident that Non-DAP children continue to outperform DAP children. However, there has been

	improvement from last academic year in Reading and Writing. Maths continues to be an area for development as children move to Year 1. However, there has been an improvement in the percentage of DAP children achieving ARE+ in Reading (improved by 21%) and in Writing (improved by 15%) when compared to last year. The percentage of DAP children achieving ARE+ in Maths has declined by 10% when compared to last academic year - At the end of academic year 2023-2024, at the end of KS1, 45% of DAP children are working below ARE in Reading; 54% of DAP children are working below ARE in Writing and 54% of DAP children are working below ARE in Maths. When compared to Non-DAP children- 19% working below ARE in Reading; 35% working below ARE in Writing and 24% working below ARE in Maths, it is evident that there is still a gap in attainment for DAP children. - At the end of the academic year 2023-2024 at the end of KS2, 31% of DAP children are working below ARE in Reading; 51% of DAP children were working below ARE in writing and 56% of DAP children are working below ARE in Maths. When compared to Non-DAP children- 16% working below ARE in Reading; 30% working below ARE in Writing and 31% working below ARE in Maths- it is evident that there is still an attainment gap for DAP children with greater proportions of children achieving below the expected standard. However, the gap has closed significantly between DAP and Non-DAP children achieving ARE- 56% DAP compared to 57% Non-DAP in Reading ARE; 50% DAP compared to 65% Non-DAP in Writing ARE and 31% DAP compared to 37% Non-DAP in Maths. This is a significant improvement showing that by the time children reach the end of Year 6, the ARE percentages have closed. The differential occurs with children below ARE and above ARE (GDS).
2	Disruption in the identification of speech and language needs and provision within EYFS have been experienced by all children, especially disadvantaged pupils, due to Covid-19 restrictions. Baseline data for all EYFS children over the past two academic years has shown a decline in the percentage of children who started reception at age related expectations (ARE) for Speaking and Listening skills. - On entry in Autumn 2020, 35% of Reception children achieved ARE for Communication and Language and in Autumn 2021 this dropped to 11% ARE for Listening, Attention and Understanding and 14% for Speaking. No disadvantaged pupils were at ARE for speaking and listening skills in Autumn 2021. - At the end of academic year 2021-2022, 50% of DAP Reception children achieved ARE for Listening, Attention and Understanding and 50% for Speaking. However, 81% of all Reception children achieved ARE for Listening, Attention and Understanding and 85% for Speaking and 85% of non-DAP children achieved ARE for Listening, Attention and Understanding and 90% for Speaking. - At the end of the academic year 2022-2023, 67% of DAP Reception children achieved ARE in Listening, Attention and Understanding and 75% in Speaking. However, 84% of all Reception children achieved ARE in Listening, Attention and Understanding and 85% in Speaking. Non- DAP children achieved 87% in Listening, Attention and Understanding and 87% in Speaking. There is still a gap between attainment of DAP children versus non-DAP children, however, this gap is closing and there has been

	a significant improvement in end of year results compared to previous academic year At the end of academic year 2023-2024, 57% of DAP children in Reception achieved ARE in Listening, Attention and Understanding and 57% achieved ARE in Speaking. In comparison, non- DAP children achieved 78% ARE in Listening, Attention and Understanding and 84% in Speaking. There is still a gap between attainment of DAP children versus Non-DAP children, however there has been a significant improvement from the baseline data in Autumn (only 14% DAP children achieved ARE in Listening, Attention and Understanding and no DAP children achieved ARE in Speaking).
3	Internal assessments indicate that Maths and Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. - In Writing Autumn 2021 assessments, 66% of PP children were working below ARE compared to 32% of non PP children. - In Maths Autumn 2021 assessments, 65% of PP children were working below ARE compared to 31% of non PP children. - At the end of academic year 2021-2022, in Writing assessments, 39% of DAP children were working below ARE compared to 22% of non PP children. - At the end of academic year 2021-2022, in Maths assessments, 32% of DAP children were working below ARE for Maths compared to 21% of non PP children. - At the end of academic year 2022-2023, in EYFS Writing assessments, 58% of DAP children were working below ARE compared to 22% of non-DAP children. In EYFS Maths assessments, 33% of DAP children were working below ARE compared to 16% of non-DAP children. There is still a gap between attainment of DAP and non-DAP but the gap is closing more quickly in Maths. - At the end of academic year 2022-2023, at end of KS1, Writing assessments, 58% of DAP children were working below ARE compared to 34% of non-DAP children. In KS1 Maths assessments, 58% of DAP children were working below ARE compared to 28% of non-DAP children. This shows that there is still a significant gap between attainment of DAP children compared to Non-DAP children but the gap is closing more in Writing than in Maths - At the end of the academic year 2022-2023, at the end of KS2, writing assessments, 30% of DAP children were working below ARE compared to 27% of Non-DAP children. In writing, the gap is closing rapidly and there is only a 2% difference in the percentage of DAP versus Non-DAP children achieving age related expectations or above. At the end of KS2, Maths assessments, 30% of DAP children (equivalent to 3 pupils) are working below ARE compared to 18% of Non-DAP children (equivalent to 15 pupils). In Maths, the gap is still evident of 12% between DAP and Non-DAP children achieving age related expectations or above however, this gap has improved since 2022, when the gap was 28%. Progress is being made but there is still more work to do. - At the end of academic year 2023-2024 at the end of Reception, 43% of DAP children were working below ARE in Writing compared to 23% of non-DAP children. In Number, 43% of DAP children are working below ARE compared to 15% of Non-DAP children achieving below ARE. There is still an attainment gap between both groups but it is closing more rapidly in

	<i>Writing than Number. There has been significant progress for DAP children in attainment in Writing and Number compared to baseline data where 100% of DAP children were below ARE in both.</i> <i>At the end of academic year 2023-2024, at the end of KS1, 54% of DAP children were working below ARE in Writing compared to 35% of Non-DAP children. In Maths, 54% of DAP children are working below ARE compared to 24% of Non-DAP children. There has been improvement in the attainment gap from last year. The gap is closing more rapidly in writing at the end of KS1 than in Maths.</i> <i>At the end of the academic year 2023-2024, at the end of KS2, 51% of DAP children were achieving below ARE in Writing compared to 30% of Non-DAP children. When looking at the percentage of children who do achieve ARE in Writing, the gap is starting to close between DAP (50% ARE) and Non-DAP (65%). In Maths, 56% of DAP children are working below ARE compared to 31% Non-DAP. There is still a high proportion of our vulnerable learners, not reaching the expected standard. When looking at the percentage of children who do achieve ARE in Maths, the gap has closed significantly between DAP (31% ARE) and Non-DAP (37% ARE). By the time DAP children reach the end of KS2, the attainment gap is closing more rapidly in Maths than in Writing.</i>
4	Attendance of disadvantaged pupils is below other children and below the national average. In addition, the percentage of disadvantaged pupils who were persistently absent has risen significantly. <i>In November 2021 47% of PP children had less than 95% attendance. This figure has been significantly impacted by Covid-19 infections and isolations.</i> <i>At the end of academic year 2021-2022, DAP attendance was 92.38% compared to the whole school 94.09% and non-DAP 94.34%</i> <i>At the end of the academic year 2022-2023, the following numbers of children had attendance that was 89% or below- 22 DAP children, 40 non-DAP children and 62 children across the whole school</i> <i>At the end of the academic year 2022-2023, the following numbers of children had attendance that was between 90 and 100%- 73 DAP children, 508 non-DAP children and 581 children across the whole school</i> <i>At the end of the academic year 2022-2023, the average attendance for DAP children was 92.91%; for non-DAP children the average attendance was 95.23% and for the whole school the average attendance was 94.60%. This shows that DAP children have lower overall attendance than Non-DAP children however, there has been a slight improvement in attendance across the board.</i> <i>At the end of the academic year 2022-2023, DAP children had 0.90% unauthorised absence; Non-DAP children had 0.76% unauthorised absence and the whole school had 0.78% unauthorised absence.</i> <i>At the end of the academic year 2023-2024, the following numbers of children had attendance that are severely absent (50% sessions missed)- 0 DAP children, 2 Non DAP children and 2 in whole cohort</i> <i>At the end of the academic year 2023-2024, the following numbers of children had attendance that are persistently absent (10% or more sessions missed)- 19 DAP children, 37 Non DAP children and 56 in whole cohort</i>

	• At the end of the academic year 2023-2024, the following numbers of children had attendance that are at risk of persistent absence (5-10% sessions missed)-29 DAP children, 121 Non DAP children and 150 in whole cohort • At the end of academic year 2023-2024, the following numbers of children had attendance that was between Good attendance 95-99%- 37 DAP children, 295 Non DAP children and 332 in whole cohort • At the end of the academic year 2023-2024, the following numbers of children had Excellent attendance (99+%)- 10 DAP children, 112 Non DAP children and 122 in the whole cohort • At the end of the academic year 2023-2024, the average attendance for DAP children was 92.88%; for non-DAP children the average attendance was 95.44% and for the whole school the average attendance was 95.08%..This shows that the attendance of DAP children is below the target of above 95% by 2.22% however, the percentages are comparable to the previous year. • At the end of the academic year 2022-2023, DAP children had 1.48% unauthorised absence; Non-DAP children had 0.66% unauthorised absence and the whole school had 0.70% unauthorised absence.
5	Our teacher observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils and participation in extracurricular activities is lower for disadvantaged pupils. These findings are supported by national studies. • Aut 2021 only 15% of DAP accessed extracurricular activities in school. • At the end of academic year 2021-2022, uptake amongst DAP has improved but is still low – 44.4% not attending anything with 55.6% attending at least 1 club this academic year. • At the end of academic year 2022-2023, 13 DAP children had received funding to participate in peripatetic music lessons. Overall, 15 DAP children (15.79% of DAP) have participated in peripatetic music lessons this academic year This includes 2 children in Year 3, 4 children in Year 4, 6 children in Year 5 and 3 children in Year 6. Overall, 92 non-DAP children (17.34% of Non-DAP) have participated in peripatetic music lessons. There is a small gap in proportion of DAP versus Non-DAP who have taken up the opportunity despite funding being available. • At the end of academic year 2022-2023, 45 DAP children have taken part in one club with 28 of these children taking part in two or more clubs throughout the year. Overall, 47.37% DAP children have taken part in at least one club this year • At the end of the academic year 2023-2024, 56 DAP children have accessed one or more extra- curricular club. Overall 59% of DAP children have taken part in at least one club this year. This is a significant increase from last academic year and is a reflection of the wide variety of clubs that are available to the children at Paddox. We have also supported children with funding to access some of the paid for clubs run by external agencies ranging from 11+ tutoring, Jado, Hotshots, FDS Football, Musical theatre Hotshots, Gardening. This provision is harder to track because not all clubs have invoiced the school to claim for fees or shared their registers with us. We need to try to develop a new way to monitor this uptake in the next academic year to be able to accurately assess uptake.

	• <i>We have continued to support children with funding for school trips including 10 DAP children in Year 6 for the residential; 16 DAP children to attend the Year 4/5 Ackers trip and 8 DAP children for the Year 3 Ashmolean trip. We have also supported 8 DAP children to access peripatetic music lessons this year.</i> • <i>Throughout the academic year 2023-2024, school has continued to support the mental health and wellbeing of DAP children. Up to the end of the Summer term, 36 DAP children were being supported by the pastoral team through 1:1 sessions, counselling, play therapy, lego therapy, Saplings. This is up to 38% of the DAP cohort. DAP children have also been supported through small group adult led Forest School interventions, Football coaching through FDS and Food Tech interventions This is a huge increase from the previous academic year</i> • <i>This year, we have been able to support the purchase of a reading book for all DAP children to take home over the summer and to keep. This has been funded through £200 donation from local business with the surplus being funded through the PP fund. This is something which I hope we will continue next year to promote the love of reading amongst our most vulnerable learners.</i>
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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
1. Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of DAP and other children, both in school and nationally.	• The % of disadvantaged pupils achieving ELGs in Communication and Language, Literacy and Mathematics is at least in line with all other areas of EYFS curriculum. • The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap (2019: -6%) • By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM in line with national data. • By the end of KS2, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM in line with national data. • Quality of teaching is consistent to provide equality of good opportunities for all vulnerable learners.

2. Improved oral language skills and vocabulary among disadvantaged pupils within EYFS and KS1	• The % gap in achieving ELGs in Communication and Language in attainment between disadvantaged pupils and other pupils is closing and is in line with national data.
3. All disadvantaged pupils will meet at least national expectations for attendance, punctuality and persistent absence.	• Attendance and punctuality for disadvantaged pupils is at least in line with national data and other pupils across school. • Persistent absence is reduced for disadvantaged pupils in line with other pupils across school. • Punctuality for disadvantaged pupils will be in-line with other pupils across school.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils; the % of each club mostly in line with % DAP of whole school.

Activity in this academic year

This details how we intend to spend our pupil premium for **academic year 2023 to 2024** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all disadvantaged pupils have access to quality first teaching, live marking first and resources to support learning.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months	1, 2, 3
Ensure all new staff have received training to deliver Phonics scheme, Unlocking Letters and Sounds	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Phonics = +5 months	1, 2
Ensure all new staff have received training to deliver Maths scheme, Maths Mastery by The Arc	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months	1, 2
Continue to pay for school access to Cracking Comprehension Scheme by Boost Learning to support with reading	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months Reading Comprehension Strategies= +6 months	1, 2
Ensure all new Subject leaders are trained by assessment lead to monitor and interpret subject data with focus on DAP groups through Insight	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months Digital Technology= +4 months	1, 2,3
Ensure PP Champion, Phase Leaders and members of SLT receive training, coaching and support in the National Thinking Classroom Pilot Programme	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Mastery Learning = +5 months Metacognition and self-regulation= +7 months Collaborative learning= +5 months	1, 3, 4
Employment of PP Champion and Inclusion lead to monitor and raise the attainment of DAP pupils of all abilities to reach their potential	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Mastery Learning = +5 months Small group intervention =+4 months	1,3,4

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

Budgeted cost: £53,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to pay for access to Nesy for identified DAP children to support reading at home.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Parental Engagement = +4 months Phonics= +4 months	1, 2
Continue to pay for access to Times Tables Rock Stars and Numbots to support arithmetic and multiplication at home.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Parental Engagement = +4 months Digital Technology= +4 months	1, 3
PP children who are below age related expectations in Reading, to read to an adult three times weekly.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Teaching Assistant Interventions= +4 months Reading comprehension strategies =+6 months Phonics = +4 months	1, 2
Ensure that disadvantaged pupils who are below age related expectations have access to small group interventions with a specific DAP teacher, HLTAs or Teaching Assistant. Class teachers to target through ‘Boost Time’	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months Small Group Tuition = +4 months	1, 2
Establish small group interventions and/or enrichment for Stretch & Challenge to ensure all DAP who are above ARE+ have appropriate levels of challenge and support in conjunction with Stretch & Challenge Lead.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Mastery Learning = +5 months Small Group Tuition = +4 months	1, 2,3

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Opportunities - Peripatetic music lessons - Trip costs - Extra-curricular clubs run by school staff - Participation in extra-curricular clubs run by outside agencies (one term's access to be paid for through PP fund for one club per academic year)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months Sports Participation = +2 months Outdoor Adventure Learning = +4 months	4,5
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months	4, 5
Learning mentor monitoring attendance for all children with weekly reports given to PP Champion. Any child who has attendance below 95% can be identified and supported accordingly.	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Social and Emotional Learning = +4 months Parental Engagement = +4 months	4, 5
Play therapy, counselling and Pastoral Support manager 1:1 sessions	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months	4, 5

Total budgeted cost: £137,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of 2021-22

<u>Pupil Premium Compared to Non PP Peers Data Analysis</u>				
<u>End of Key Stage Data</u>				
Key Stage Assessment Point	Subject	Disadvantaged Pupils	ARE+	Not ARE
Reception	Reading	PP (10chn)	50%	50%
		Non PP (88 chn)	86%	12%
	Writing	PP (10chn)	40%	60%
		Non PP (88 chn)	81%	19%
	Maths	PP (10chn)	60%	40%
		Non PP (88 chn)	83%	17%
KS1	Reading	PP (10chn)	40%	60%
		Non PP (80chn)	68%	32%
	Writing	PP (10chn)	40%	60%
		Non PP (80chn)	67%	33%
	Maths	PP (10chn)	50%	50%
		Non PP (80chn)	69%	31%
KS2	Reading	PP (15chn)	56%	44%
		Non PP (75chn)	91%	9%
	Writing	PP (15chn)	53%	38%
		Non PP (75chn)	82%	18%
	Maths	PP (15chn)	51%	49%
		Non PP (75chn)	79%	21%
<u>Pupil Premium Compared to Non PP Peers Data Analysis</u>				
<u>Nationally Reported Data</u>				
Assessment Point		Disadvantaged Pupils	ARE	Not ARE
Year One Phonics Screen		Whole Cohort	79%	21%
		PP (16chn)	69%	31%
		Non PP (91chn)	80%	20%
Year Four Multiplication Tables Check		Whole Cohort	59%	41%
		PP (11chn)	36%	64%
		Non PP (81chn)	61%	39%

At the end of academic year **2021-2022**, data shows that while the percentages of DAP achieving ARE has improved, in most core subjects across most year groups, it remains significantly less than their non-DAP peers.

The spending on the wellbeing strategies will need to continue as currently 10% of the school cohort are supported by the pastoral team of which a large proportion are disadvantaged pupils. Strategies that were utilised this past year have been successful and will continue for the next academic year, with the addition of another part time learning support mentor.

During the past academic year only 55.6% of disadvantaged pupils attended afterschool extracurricular enrichment. Following this, a whole school review of the current enrichment was undertaken, asking parents and staff to complete a questionnaire about what they felt enrichment at Paddox needed to encompass. From this we have established a broad and balanced enrichment programme which utilises staff passions and interests. In addition we will use two members of staff to run more targeted enrichment provision for DAP during the Spring and Summer terms once we have established what the initial uptake for enrichment for DAP is. Our aim is to increase engagement to 60% of DAP during 2022-23.

Review of Data 2022-2023

	<u>Pupil Premium Compared to Non PP Peers Data Analysis</u> <u>End of Key Stage Data</u>				
Key Stage Assessment Point	Subject	Disadvantaged Pupils	ARE+	% of Pupils Above ARE	Not ARE
Reception	Reading	PP (12chn)	50%		50%
		Non PP (77chn)	79%		21%
	Writing	PP (12chn)	42%		58%
		Non PP (77chn)	78%		22%
	Maths	PP (12chn)	67%		33%
		Non PP (77chn)	84%		16%
KS1	Reading	PP (19chn)	47%	5%	48%
		Non PP (75chn)	72%	23%	28%
	Writing	PP (19chn)	37%	0%	58%
		Non PP (75chn)	66%	11%	34%
	Maths	PP (19chn)	37%	5%	58%
		Non PP (75chn)	72%	28%	28%
KS2	Reading	PP (10chn)	90%	20%	10%
		Non PP (82chn)	80%	40%	20%
	Writing	PP (10chn)	70%	10%	30%
		Non PP (82chn)	72%	12%	27%
	Maths	PP (10chn)	70%	10%	30%
		Non PP (82chn)	82%	28%	18%

Pupil Premium Compared to Non PP Peers Data Analysis

Nationally Reported Data

Assessment Point	Disadvantaged Pupils	ARE	Not ARE
Year One Phonics Screen	Whole Cohort (89chn)	91%	8%
	PP (12chn)	75%	25%
	Non PP (77chn)	94%	5%
		Achieving 25 mark	Not achieving 25 mark
Year Four Multiplication Tables Check	Whole Cohort (94chn)	37%	61%
	PP (11chn)	18%	72%
	Non PP (83chn)	40%	59%

Currently on the Pupil Premium register there are 95 children which accounts for 14.77% of the whole cohort. This is split into 12 Reception children; 13 Year 1 children; 18 Year 2 children; 16 Year 3 children; 11 Year 4 children; 15 Year 5 children and 10 Year 6 children. Of these 95 children,

we have 80 children who are eligible for Free School Meals. Within the Pupil Premium register, we have several children who have multi-vulnerabilities. This includes 20 children with EAL and 32 SEND children alongside being on the PP register.

At the end of the academic year 2022-2023, the data continues to show that while the percentages of DAP achieving ARE+ have improved, in most core subjects across most year groups, it remains significantly less than their non-DAP peers. The gap between DAP and non-DAP children in EYFS is closing more quickly than the gap at the end of KS1. At the end of KS1, there has been a dip in attainment of DAP achieving ARE+ in Maths compared to previous academic year. By the time the children reach Year 6, the gap between DAP and non-DAP ARE+ in Writing is reduced to a 2% deficit (compared to 29% last year) and in Maths the gap has improved to 12% (compared to 28% last year). In Reading, DAP children currently outperform Non-DAP at ARE+ by 10%. More in depth analysis of data across the year groups has been prepared and is available in the Summer Data Review documents.

As a school we have been able to provide access to a range of enrichment opportunities this academic year, including School Led Tutoring; Peripatetic music lessons; extra-curricular clubs, swimming lessons and school trips. As part of the Year of Humanities, every child in each year group has had the opportunity to take part in either a Geography or History based trip. We have also offered a range of residential trips including Y5 Manor Adventure, Y4 Campout and Y6 PGL. DAP children have been offered support with funding for these trips when requested by parents and as a school we continue to ask for the deposit to be paid. In the next academic year, it would be beneficial to expand the enrichment targeted more specifically at groups of DAP children to widen their experiences e.g. trips to museums, zoos, theatre etc which they may not have access to as a family. Families that have accessed financial support throughout the year has been tracked on the new PP Tracking System. A HAF has also been successfully set up by an outside agency and has been available for Paddox DAP and Non-DAP children to make use of during the Easter holidays and Summer holidays but is also open to other schools within the Rugby area. The number of Paddox attendees has been requested but has not yet been received by school.

School Led Tutoring has been used effectively this year with a focus on improving Reading and Maths attainment in Year 2 plus one Year 3 Reading group. 33 children have been targeted in groups of 4 with the aim of pushing attainment from WTS to EXS or EXS to GDS, including 13 DAP children. Of the 21 children targeted for Reading support, 12 children improved their attainment by one level (either WTS to EXS or EXS to GDS), including 3 DAP children. 9 children maintained their previous level (either WTS or EXS), including 6 DAP children. Of the 12 children targeted for Maths support, 7 children improved their attainment by one level (either WTS to EXS or EXS to GDS) including 3 DAP children. 5 children maintained their previous level (either WTS or EXS) including 1 DAP child. Next academic year, we need to focus on improving the uptake amongst staff willing to offer school led tutoring to enable us to target more children. In addition, parents need to ensure they understand the commitment of 15 hours when they agree for their child to participate.

From September 2023, Paddox school has signed up to take part in the new government pilot programme which aims to close the gap further between the attainments of DAP and non-DAP pupils. The National Thinking Programme involves 8 modules of learning and the training of two

members of staff to deliver strategies aimed at improving standards. In preparation for this, teachers in Reception to Year 5 have been asked to complete 'Barriers to Learning' sheets for all of their DAP children with the focus on strengths and weaknesses in Reading, Writing and Maths. Staff have also compiled a list of interventions which the children have taken part in. This will inform some of the work that is completed as part of the National Thinking Classroom pilot programme.

Throughout the year, DAP children from across Year 2 to Year 6 have received small group comprehension interventions with the Pupil Premium Champion. The aim of these sessions has been to teach specific retrieval skills and how to formulate responses with sufficient detail to gain a range of marks in the mark schemes. The skill sets of the children who have taken part, has improved and over the course of the year, scores in comprehension tasks completed as part of the intervention have improved. Next year, it would be beneficial to target more children within KS1 for Reading and to set up targeted intervention to support Maths. As a school, DAP children have been targeted for individual reading within their cohort and an emphasis on DAP children being heard to read three times a week, should continue as a focus to ensure they are getting equality of access as Non-DAP children do at home.

The Pastoral Support Team at Paddox has continued to offer wellbeing sessions and counselling with a large proportion of children which is currently 16.49% of the whole school cohort. This year, 106 children across the school have accessed this provision, which includes 27 DAP children (28.42% of all DAP children). This has proved invaluable support for the children in terms of their emotional wellbeing and clearly demonstrates the need for this service.

The school has continued to provide a broad provision of extra-curricular clubs that are offered to the children to sign up to from the start of the academic year. This year 45 DAP children have taken part in one club with 28 of these children taking part in two or more clubs throughout the year. This is a percentage of 47.37% which is slightly lower than the uptake in last academic year. As more outside agencies are going to be used to run extra-curricular clubs in the next academic year, we need to ensure there is fair access for DAP children to attend and we should aim to offer this provision to these children first. A questionnaire has been created to gauge Parent and Pupil Voice in barriers for DAP children attending clubs and whether the option of paid childcare for Paddox siblings as an option, would enable more DAP children to take part in clubs.

Review of Data 2023-2024

	<u>Pupil Premium Compared to Non PP Peers Data Analysis</u> <u>End of Key Stage Data</u>				
Key Stage Assessment Point	Subject	Disadvantaged Pupils	ARE+	% of Pupils Above ARE	Not ARE
Reception	Reading	PP (7chn)	71%	14%	29%
		Non PP (83chn)	81%	18%	19%
	Writing	PP (7chn)	57%	0%	43%
		Non PP (83chn)	77%	17%	24%
	Maths	PP (7chn)	57%	0%	43%
		Non PP (83chn)	84%	13%	15%
KS1	Reading	PP (11chn)	55%	0%	45%

		Non PP (79chn)	81%	24%	19%
	Writing	PP (11chn)	45%	0%	54%
		Non PP (79chn)	66%	4%	35%
	Maths	PP (11chn)	45%	0%	44%
		Non PP (79chn)	76%	11%	24%
KS2	Reading	PP (16chn)	69%	13%	31%
		Non PP (81chn)	84%	27%	16%
	Writing	PP (16chn)	50%	0%	50%
		Non PP (81chn)	69%	4%	30%
	Maths	PP (16chn)	44%	13%	56%
		Non PP (81chn)	69%	32%	31%

Pupil Premium Compared to Non PP Peers Data Analysis

Nationally Reported Data

Assessment Point	Disadvantaged Pupils	ARE	Not ARE
Year One Phonics Screen	Whole Cohort (92chn)	75% (67 chn)	25%
	PP (14chn)	50% (7 chn)	50%
	Non PP (78chn)	78% (61 chn)	22%
		Achieving 25 mark	Not achieving 25 mark
Year Four Multiplication Tables Check	Whole Cohort (99chn)	25% (25 chn)	75%
	PP (17chn)	12% (2 chn)	88%
	Non PP (82chn)	28% (23 chn)	72%

Currently on the Pupil Premium register there are 95 children which accounts for 14% of the whole cohort. This is split into 7 Reception children; 14 Year 1 children; 11 Year 2 children; 19 Year 3 children; 17 Year 4 children; 11 Year 5 children and 16 Year 6 children. Of these 95 children, we have 77 children who are eligible for Free School Meals. Within the Pupil Premium register, we have several children who have multi-vulnerabilities. This includes 17 children with EAL and 36 SEND children alongside being on the PP register.

At the end of the academic year 2023-2024, the data continues to show that while the percentages of DAP achieving ARE+ have improved, in most core subjects across most year groups, it remains less than their non-DAP peers. The gap between DAP and non-DAP children in EYFS is closing more quickly in Word Reading than in Writing and Maths where there is a 20% differential in Writing and 27% differential in Number. At the end of KS1, there is still an attainment gap between DAP and Non DAP children in all three core subjects with at least 26% in Reading, 21% in Writing and 21% in Maths. However, there has been a marked increase in attainment compared to last year in all three core subjects. At the end of KS2 the gap between DAP and Non-DAP achieving ARE+ in Writing is closing to within 19% and is a reduction in the overall % from last year. In Maths, the gap between DAP and Non-DAP achieving ARE+ is 25% which has declined since last year. In Reading, the gap between DAP and Non-DAP achieving ARE+ is closing more quickly to within 15% compared to Writing and Maths. More in depth analysis of data across the year groups has been prepared and is available in the Summer Data Review documents.

Throughout the year, DAP children from across Year 1 to Year 6 have received small group interventions for Maths and Comprehension with the Pupil Premium Champion. These interventions have had the focus of moving HNM/WTS children closer to EXS and for stretch and challenge interventions, the focus has been on maintaining or striving for GDS. The aim of the EXS

comprehension sessions has been to teach specific retrieval skills and how to formulate responses with sufficient detail to gain a range of marks in the mark schemes. The skill sets of the children who have taken part, has improved and over the course of the year, scores in comprehension tasks completed as part of the intervention have improved. The GDS comprehension interventions have been focused on improving inference skills and formulating greater depth in the answers provided by the children. The EXS Maths sessions have been focused on the four main operations, place value, money, fractions and money. The GDS Maths sessions have been focused on key areas of reasoning and two step problem solving with a range of formal written methods being recapped. This year, having time available for targeted interventions has allowed 6 DAP children to be targeted for GDS Maths (50% of these children improved their attainment level to GDS by the end of the year); 6 DAP children to be targeted for GDS Comprehension (50% of these children improved their attainment level to GDS by the end of the year); 33 DAP children being targeted for EXS Maths (27% of children improved their attainment by one level by the end of the year) and 31 DAP children targeted for EXS Comprehension (35% of these children improved their attainment by one level by the end of the year). With the potential reduction in days of the Pupil Premium Champion from two days to one days this will have a negative impact on the amount of interventions which can be provided so there will need to be a review of the whole school interventions list to ensure vulnerable children are being targeted effectively. As a school, DAP children have continued to be targeted for individual reading within their cohort if they are below the expected standard in Reading. The emphasis on these DAP children being heard read three times a week by an adult, should continue as a focus next year, to ensure they are getting equality of access as Non-DAP children do at home.

As a school, we have continued to provide a range of enrichment opportunities for DAP children to access. This includes a wide range of school trips, peripatetic music lessons, uniform support and extra-curricular clubs. This has included supporting 10 DAP children in Year 6 to attend the PGL residential; 16 DAP children to attend the Year 4/5 Ackers trip and 8 DAP children for the Year 3 Ashmolean trip. In addition, DAP children have also been supported with funding to attend Macready Theatre Trips and Young Voices choir. We have also supported 8 DAP children to access funding for peripatetic music lessons for the whole academic year.

We continue to prioritise the uptake of extra-curricular clubs for our most disadvantaged learners which has enabled 56 DAP children to access one or more extra-curricular clubs. Overall, 59% of DAP children have taken part in at least one club this year. This is a significant increase from last academic year and is a reflection of the wide variety of clubs that are available to the children at Paddox. For the first time, we have widened the enrichment opportunities of our disadvantaged children by offering funding of one full term's fees to be paid for by school, to enable DAP children to attend extra-curricular clubs run by external agencies. These have ranged from 11+ tutoring, Jado, Hotshots, FDS Football, Musical theatre, Hotshots, Street Dance and Gardening. This provision is harder to track because not all external clubs have invoiced the school to claim for fees or shared their registers with us. We need to try to develop a new way to monitor this uptake in the next academic year to be able to accurately assess uptake.

A HAF holiday club has continued to be run during the Christmas, Easter and Summer holidays which enables DAP children to attend for free and is also open at a reduced rate, to other Paddox children.

Research has shown that many disadvantaged children do not have access to their own high quality reading texts at home. To promote the love of reading amongst our most vulnerable learners, each DAP child has been provided with their own book to be sent home at the end of the year, for the children to enjoy and keep. This has been funded through a generous donation by local business in conjunction with the pupil premium fund. This is something which I hope we will be able to support next year.

The Pastoral Support team at Paddox, has continued to prioritise the emotional and mental health well-being of our children. Up to the end of the Summer term, 36 DAP children have been supported by the pastoral team through 1:1 sessions, counselling, play therapy, Lego therapy and Saplings. This is up to 38% of the DAP cohort and is a huge increase from the previous academic year which highlights the necessity to continue providing this support. DAP children have also been supported through small group adult led Forest School interventions, Football coaching through FDS and Food Tech interventions to develop collaboration and social skills.

The start of the Thinking Classroom programme has been successfully rolled out to teaching staff and children. All staff have completed the Conditions section of the online training course with phase leaders and Pupil Premium Champion, working through the Intermediate section of the course. All staff have received expert training on questioning styles from our school linked trainer and have had demonstrations of how to run an enquiry lesson. During the summer term, staff have been delivering the Philosophy Foundation Enquiries which have been pre-planned as standalone lessons by specialist philosophers, using a range of stimuli from books, videos, statements and quotes to promote discussion. From Year 1 to Year 6, enquiries are delivered on a two week rotation with PSHE lessons on a whole class basis. In Reception, enquiries were trailed initially in small groups by the pupil premium champion before launching to the rest of Reception classes as whole class weekly sessions during the summer term.

The impact of these sessions on closing the attainment gap for disadvantaged learners is too early to assess due to the delay in the roll out of the training programme because of staff wellbeing and workload. However, pupil voice with Reception and Year 1 children shows how positively they think about the Thinking Lesson enquiries. Children have enjoyed the sessions as it gives them more time to think about their answers, allows them time to spend talking about different things and also listening to what other people think about a topic. KS1 children felt they had improved their listening and speaking skills and that they felt more confident in speaking in front of other children and valuing what others say. Staff in the lower key stages, feel that the children who tend to be the quieter children, have been participating more in discussions and have grown in confidence and there has also been a marked improvement in their listening skills and attention. In KS2, staff feel that the children have worked well during the sessions and have all listened and at times been quite excited about the ideas being discussed. The enquiries have allowed the children to explore concepts which have enabled them to discuss and share opinions. KS2 pupil voice shows that they have had to listen to each other to understand their viewpoints and have enjoyed being able to respectfully

challenge other's opinions. They have also had to improve their collaboration skills by working together in groups to solve problems.

The enquiry approach promoted by the Thinking Classroom programme is aimed at improving the children's listening and speaking skills; metacognition and problem solving skills. There are potential benefits to the wider curriculum in developing these skills further through continued participation in the Philosophy Foundation Enquiries as they will link closely to the enquiry approach being delivered in the new Geography and History schemes of work. Children should become more critical in their thinking and will be able to formulate more detailed responses to different scenarios using a deeper range of analytical skills. The decision on the roll out of the remainder of the training course for staff will be made at the start of the next academic year and the curriculum time that is dedicated to Thinking Lessons will also be made. This due to the change in headship and potential refocus of curriculum priorities according to the SDP.

As we are now at the end of the three year cycle of this strategy document, new priorities for how we utilise the Pupil Premium Funding will be decided in consultation with the new head teacher in Autumn of 2024.

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
Unlocking Letters and Sounds	
Maths Mastery	The Arc
Numbots and TTRS	Maths Circle
Insight	Equin LTD
Nessy	Nessy Learning
Cracking Comprehension	Boost Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	During 2023-24 Paddox Primary School had no service pupil premium allocation.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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