

## Lift Schools documents

# Pupil Premium Strategy Statement

<b>Domain of application</b>	Four Dwellings Primary Academy
<b>Review cycle</b>	Annual
<b>Approved by</b>	Ruth Murad, Regional Education Director
<b>Date of last review</b>	July 2024
<b>Date of next review</b>	July 2025

## Pupil premium strategy statement – Four Dwellings Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Pupil premium lead	Jaime Bryan - DHT

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,866.67
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£305,866.67

## Part A: Pupil premium strategy plan

### Statement of intent

#### Key Principles:

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

#### Objectives:

- To diminish differences between our disadvantaged pupils and their peers
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally remains low
- To provide pupils with high quality teaching and learning opportunities
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2024/25
- Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities.

#### Successful implementation:

This will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- Outstanding teaching is the key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

## Challenges

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

Challenge number	Detail of challenge
1	High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils.
2	Ensuring attendance of disadvantaged children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
3	Historically low levels of parental aspiration and pushing the limits.
4	Historically low levels of attainment on entry.
5	School readiness, including: speech and language.

## 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 close the gap in attainment between disadvantaged pupils and their peers.	<ul style="list-style-type: none"><li>• Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers.</li><li>• Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Four Dwellings Primary is in line with national.</li></ul>
To ensure every child has access to excellent teaching, in every classroom, every day.	<ul style="list-style-type: none"><li>• Standards and quality of teaching will be at least good with a vast majority being outstanding. This will be evidenced through the monitoring cycle and teacher triangulation.</li><li>• A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.</li><li>• Instructional coaching model to be implemented whole school to improve standards in teaching.</li></ul>
To improve attendance of all pupils and diminish differences between disadvantaged pupils.	<ul style="list-style-type: none"><li>• School attendance target of 97% met.</li><li>• Attendance of disadvantaged pupils in line with attendance of their peers.</li><li>• Persistent absence reduced below 10% and inline for disadvantaged pupils and their peers.</li></ul>

	<ul style="list-style-type: none"> <li>• Strategies to improve attendance have a positive impact: Breakfast club, after school clubs, minibus, rewards, pastoral support, enrichment days.</li> <li>• Parent workshops to raise aspirations through external mentoring group.</li> </ul>
To ensure that all pupils have access to high quality mental health and well-being support.	<ul style="list-style-type: none"> <li>• Outcomes of pupils questionnaires and pupil voice are positive.</li> <li>• Parental feedback via questionnaires is positive indicating they feel well supported by the school.</li> <li>• High quality CPD for all staff so they are able to identify and support vulnerable pupils.</li> <li>• Trained mental health lead and mental health first aider.</li> <li>• Whole school 'My Happy Mind' approach.</li> </ul>
To ensure all pupils are able to read fluently, and with confidence, in any subject, creating a clear transition from 'learning to read to reading to learn' across all subjects.	<ul style="list-style-type: none"> <li>• Reading remains an overarching priority.</li> <li>• Phonics outcomes at the end of Year 1 exceed national expectations.</li> <li>• Reading outcomes and progress at the end of Key Stage 2 exceeds national expectations.</li> <li>• Attainment and progress for disadvantaged pupils to exceed national expectations and diminish the gap with their peers.</li> <li>• Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from 'learning to read' to 'Reading to learn'.</li> </ul>
To ensure that the recovery curriculum programmes are prioritised for disadvantaged pupils and that they make good progress on catch up.	<ul style="list-style-type: none"> <li>• GL baseline assessments will support priorities in 2024/25.</li> <li>• Reading remains an overarching priority in 2024/25.</li> <li>• Pupils will make at least good progress in lessons.</li> <li>• Pupils will make at least good progress in interventions which are measured against a baseline starting point (Edukey).</li> </ul>

## 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: £148,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>External Staff CPD</u> Targeted and bespoke external CPD delivered to staff to ensure outstanding Teaching and learning across the school.	<a href="#">High Quality Teaching</a>	4, 5
<u>SALT</u> Speech and Language therapist x 2 days a week. Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.	<a href="#">Oral language interventions</a> <a href="#">One to One tuition</a>	5
<u>Specialist Mentor Provision</u> Opportunity to raise aspirations and encourage the development of life and social skills	<a href="#">Social and Emotional Learning</a>	1, 3
<u>Specialist Music Teacher</u> Opportunity to enhance Arts curriculum by employing a specialist teacher for music in KS2 and use of Birmingham Arts School (BAS).	<a href="#">Arts participation</a>	3, 4
<u>Accelerated Reader</u> Scheme to provide high quality online reading texts and teacher assessment. Accelerated Reader is a proven tool for raising engagement in reading and delivering accelerated progress.	<a href="#">Reading comprehension strategies</a>	3, 4
<u>Outdoor Learning</u> Forest School and 'Roots to fruits' programme supports curriculum development in the outdoors.	<a href="#">Social and Emotional Learning</a>	1, 3, 4
<u>Subscriptions</u>	<a href="#">Impact of Remote Learning</a>	3, 4, 5

TT Rockstars, <i>[Doodle Maths]</i> , Method Maths, My Maths, Purple Mash and Prodigy, SPaG.com, Grammar Mastery, Lexia, Widget, My Happy Mind and Learning Village.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £103,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>KS1 &amp; 2 Academic Mentor</u> Intervention support.	<a href="#">Small group tuition</a> <a href="#">One to One tuition</a>	4, 5
<u>Phonics and Reading interventions in KS1 and KS2, including 1:1 reading:</u> Daily phonics interventions delivered across Key Stage 1 and 2.	<a href="#">Phonics</a> <a href="#">Small group tuition</a> <a href="#">One to One tuition</a>	4, 5
<u>Afternoon TA intervention KS1 &amp; KS2</u>	<a href="#">Teaching assistant interventions</a> <a href="#">Small group tuition</a> <a href="#">One to One tuition</a>	3, 4, 5

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

Budgeted cost: £53,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Learning Mentor Support</u> - Homeless - Behaviour - Attendance - Intervention	<a href="#">Behaviour interventions</a> <a href="#">Social and Emotional Learning</a>	1, 2
<u>Parental workshops</u>	<a href="#">Parental engagement</a>	2, 3, 4
<u>Breakfast Club</u>	<a href="#">Breakfast Clubs</a>	1
<u>Enrichment Opportunities</u>	<a href="#">Arts participation</a>	1, 2, 3

	Benefits: Children have access to a wide range of after school club provision across a wide range of skills and genres.	
<u>EYFS/Y1, Y2/3, Y4/5, Y6 Educational experiences</u>	<a href="#">Arts participation</a> Benefits: Children benefit from having access to a variety of educational visits which enrich their learning and expose them to a variety of real world activities / environments (with input from teaching staff to ensure that curriculum needs are met)	1, 3
<u>Year 6 residential experiences</u>	<a href="#">DfE Evidence Report</a>	2
<u>Minibus</u>	<a href="#">DfE Evidence Report</a>	1, 2
<u>Attendance Awards</u>	<a href="#">EEF Tailored Approach to Improving Attendance</a>	3



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes:

Children in EYFS enter school with speech and language well below average. The use of Wellcomm resources helped to raise standards of early communication with a considerable increase from starting points at the beginning of EYFS.

Phonics outcomes and attainment remain a strength across the school with children making excellent progress from starting points on entry. Phonics screening was carried out every 4 weeks from the start of the academic year. The Phonics Lead was relentless in driving the continued standards in phonics and was confident of achieving these outcomes.

#### Phonics Data (2023/2024)

Percentage of children achieving 32+	Pupil Premium	Non pupil premium
96.6%	55.17%	44.83%

Pupil progress meetings identify target children for the academic year. These meetings have a particular focus of disadvantaged and diminishing differences with peers. Meetings are then held termly to revisit targets and update on data with a continuing focus on diminishing differences. Teacher assessment data indicates that in a vast majority of cases outcomes for PP children are inline with those of their peers.

#### Key Stage 2 Data Overview for 2024/2025:

Four Dwellings Primary Academy									
	Gender			Free School Meals			Disadvantaged		
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap
	-	-		-	-		-	-	
% at least Expected Reading Test	77.8	74.2	3.6	78.6	68.8	9.8	78.6	68.8	9.8
% High standard Reading Test	22.2	25.8	-3.6	23.8	25	-1.2	23.8	25	-1.2
Scaled Score Reading	104.2	105.5	-1.3	104.7	105.3	-0.6	104.7	105.3	-0.6
% at least Expected Writing TA	59.3	80.6	-21.3	69	75	-6	69	75	-6
% Greater Depth Writing TA	25.9	32.3	-6.4	23.8	43.8	-20	23.8	43.8	-20
% at least Expected Maths Test	70.4	87.1	-16.7	73.8	93.8	-20	73.8	93.8	-20
% High Maths Test	37	41.9	-4.9	35.7	50	-14.3	35.7	50	-14.3
Scaled Score Maths	105.1	107.5	-2.4	105.6	108.6	-3	105.6	108.6	-3
% at least Expected GPS Test	74.1	77.4	-3.3	76.2	75	1.2	76.2	75	1.2
% High GPS Test	29.6	45.2	-15.6	31	56.2	-25.2	31	56.2	-25.2
Scaled Score GPS	104.5	107	-2.5	104.8	108.6	-3.8	104.8	108.6	-3.8
% at least Expected Reading, Writing & Maths	59.3	74.2	-14.9	66.7	68.8	-2.1	66.7	68.8	-2.1
% Higher Standard Reading, Writing & Maths	11.1	9.7	1.4	9.5	12.5	-3	9.5	12.5	-3
Progress Reading	-	-		-	-		-	-	
Progress Writing	-	-		-	-		-	-	
Progress Maths	-	-		-	-		-	-	

### **Curriculum:**

Our curriculum has continued to develop and become more rigorous to ensure that we are providing the children with a wide range of learning opportunities and experiences. The curriculum is at the core of what is important to us and it is our desire that children and their families value learning and seize all and any opportunity wholeheartedly.

Impact is evident in all areas of school life. Academic achievement significantly increased by the end of the year and children are more able to overcome difficulties and self-regulate.

Accelerated Reader is used across Key stage 2 to support the drive in standards of reading. Daily sessions and assessments using the Accelerated reader platform ensure that in 100% of classes the age gain of PP children was in line with or better than their non PP peers.

Since our summer 2023 GL assessments, 77.1% of pupil premium children have an improved reading age, contrasting with the previous year when it was 87.4%.

### **SEND Provision (Speech and Language Therapy):**

Pupils receive small group interventions with some children also receiving 1-1 targeted input for receptive and expressive language to improve their level of understanding and expression which will help support their learning across all curriculum areas. Other targeted input meets children's specific speech difficulties to help improve their production of speech sounds helping their speech be understood and this also supports their reading and writing.

Speech and Language Reports are completed for each child which outline and detail their communication strengths and difficulties and an action plan to support and overcome their speech and communication difficulties. The progress is reviewed termly and new targets are set accordingly. The Speech and Language Therapists liaise with class teachers to discuss possible strategies that can be used in class to support and develop pupil's communication and speech. Meetings are also held with parents to discuss outcomes of assessments and share strategies to support their child at home.

### **Curriculum Enrichment:**

As part of our broad and balanced curriculum, enrichment maps have been developed to ensure that every class across the school maximises the opportunities given to the children to develop and enhance their learning outside the classroom, as well as providing valuable first hand experiences for all children.

In order to ease the burden of payment the school makes a sizable contribution in order to bring down the cost to parents. Parents are now able to make smaller payments through parent pay over the weeks and months leading up to trips such as the residential, resulting in a much better parental engagement and funding.

In order to assist and relieve financial burden on parents the school has made a contribution to each of the educational visits (on and off site) bringing down the costs to a minimum - resulting in more learning opportunities continuing to take place .

We also enrich our curriculum by providing extensive extra-curricular activities and outings such as school choir and sporting events where the children can take part in performances or competitions. Enrichment clubs run across the three terms of the academic year. Teaching Assistants and sports coaches deliver clubs incorporating a wide variety of activities such as arts and crafts, Reading Gladiators, basketball, multi-sports and Debate Mate amongst others. Pupil premium children were given priority for attendance at clubs.

### **Behaviour and Attitudes:**

Pupil passports continue to be successful in improving behaviour across the school and weekly celebration assemblies continue to promote positive learning behaviour. The children also strive to become pupils leaders and in every classroom we appoint a Reading, Academy Council and Rights Respecting Ambassador.

Intervention support for key identified pupils is invaluable in ensuring that good learning behaviours are maintained at all times. This includes pastoral team, learning mentor support, fluid access to the Thrive room and forest school provision.

Personal Development maps have been developed to make clear the provision given to children to support their health and wellbeing.

### **Parent View (Ofsted 2023/24):** (18 responses)

1. My child is happy at Four Dwellings - 95%
2. My child feels safe at school - 95%
3. The school makes sure its pupils are well behaved - 89%, 6% did not know.
4. My child has been bullied and school dealt with the bullying quickly and efficiently - 56%, 22% did not know.
5. Four Dwellings informs parents about what their child is learning - 100%
6. Concerns raised are dealt with properly - 83%
7. Four Dwellings caters well for SEND needs - 75% (25% do not know)
8. Four Dwellings has high expectations for pupils - 89% (6% do not know)
9. My child does well at this school - 89% (6% do not know)
10. The school lets me know how my child is doing - 95%
11. There are a good range of subjects available - 83% (11% don't know)
12. My child can take part in after school clubs - 89% (6% don't know)
13. Four Dwellings supports pupils wider personal development - 89% (6% don't know)
14. I would recommend Four Dwellings to another parent - 89%

### **Attendance:**

The school sets an aspirational attendance target of 97%.

### **Attendance data for PP/Non PP children 2023/24:**

- Attendance data PP pupils Rec - Year 6 - 91.78%
- Attendance data non PP pupils Rec - Year 6 - 95.26%

**Persistent Absence:**

- PA data PP pupils - 30%
- PA data non PP pupils - 10.64%

During the Summer term there were 61 children on the breakfast club register. 37 PP (61%) pupils and 24 Non-PP (39%) pupils. Breakfast Club provision continues to be offered to vulnerable pupils, current family difficulties (i.e. parental ill health) and those where attendance is a concern with the fee waived. There are currently 6 additional places open to 'Key Children' (all PP) that are either used daily or on an adhoc/ as required basis. It is expected that the numbers will continue to increase over the coming term.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider