

Pupil premium strategy statement

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	Place Farm Primary Academy
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Jane Sendall
Pupil premium lead	Dan Gudgeon
Governor / Trustee lead	Steve King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,473.00
Recovery premium funding allocation this academic year	£14,790
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,263

Part A: Pupil premium strategy plan

Statement of intent

At Place Farm Primary Academy, we aim to create well rounded, independent learners who have a sense of wonder and engagement with the world around them.

We are a 2-form entry school in Haverhill, Suffolk with an above national average of families who fall into the Pupil Premium category. Our Pupil Premium strategy will reflect the need to support all learners who experience disadvantage, no matter their needs.

Our staff understand the need for children to gain independence which is why much of our strategy is focussed on high quality modelling. This modelling will provide **all** children with the scaffolding and support they need to understand key concepts in their learning. With this continuous modelling during lessons, children will gain not only the skills, but the confidence to be successful learners. We believe that this confidence allows children to then work with increased independence to level the playing field and improve the life chances for all our educationally disadvantaged pupils.

At Place Farm, we know that our disadvantaged children can find it difficult to articulate how they are feeling. We are continuously looking to improve and refine our practice to support children in this area which is why we are looking to improve the children's vocabulary use and understanding. The curriculum is aspirational and challenging and encourages children to use and understand Tier 2 and 3 vocabulary. Speaking and Listening is a large part of our approach with the desire to develop oracy at the forefront of a plans moving forward.

A clear shared understanding of the strategic goals by staff, governors and leaders are essential to ensure a positive impact. Due to this, the strategy has been shared and discussed and links to teaching and learning that is already a priority for school improvement.

Challenges

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

Challenge number	Detail of challenge
1.	On entry to EYFS there is language deficit for our children both currently and historically. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
2.	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. In previous years, our disadvantaged pupils do as well as, if not better than our non-disadvantaged. This was not the case in our Year 6 Writing and Maths data with a gap of 17% and 15% respectively between PP and their Non-PP peers, although Reading was a positive 2% gap (Reading PP 82% Non-PP 79%).
3.	Our attendance data 2021-22 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. Current data for autumn 2022 suggests the gap still exists. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.

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>Children will work with gain confidence and independence due to the modelling and the quality first teaching they are receiving.</p>	<p>Children are confident to answer questions about their work and have structured answers which allow them to be successful.</p> <p>Learning is structured and scaffolded through modelling.</p> <p>Children have the confidence to work independently.</p> <p>KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2. KS2 maths outcomes in show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>Children will be able to articulate themselves through a varied and developed vocabulary, and use of strategies to improve oracy.</p>	<p>The use of Tier 2 and 3 vocabulary is widespread throughout the curriculum and is underpinned through quality teaching and modelling, as well as well-planned vocabulary activities.</p> <p>Oracy is taught in a well thought out manner through teaching, modelling and targeted interventions.</p>
<p>Attendance for Pupil Premium children will be in line with their non-Pupil Premium peers.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers. <p>The school works with families to improve engagement and attendance of PP peers.</p>

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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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding high quality adult/child interactions in the early years and across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peer's throughout the day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel Early Excellence – 'Navigating a sea of Talk' https://earlyexcellence.com/latest-news/press-articles/navigating-thesea-of-talk/</p> <p>Professor Julie Fisher – 'interacting or interfering' https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p>	1.

<p>the classroom. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning with SLT experienced teachers and our English lead.</p> <p>Our Early Years and English Leads will also research tools for assessing oral language and train staff in the implementation and effective use of these.</p> <p>We will visit other excellent schools/MATs</p>	<p>IMPROVING LITERACY. Supporting oral language development. EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Deepening knowledge through vocabulary training: https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</p>	
<p>Staff to support with modelling and scaffolding</p>	<p>EEF Report into Improving Mathematics https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>This report clearly states the importance of using manipulatives and representations in maths to scaffold learning through modelling.</p> <p>EEF Report Improving Literacy in Key Stage 2 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1670402330</p>	<p>2.</p>

	<p>This report states we should teach specific reading strategies and then model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting.</p> <p>It also states effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently</p>	
<p>Attendance for Pupil Premium children will be in line with their non-Pupil Premium peers.</p> <p>Attendance strategies will be targeted with individuals and families who need</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>This evidence examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature.</p> <p><u>Parental engagement</u></p> <p>Supporting attendance through getting parents onboard through building relationships. EEF There is a strong evidence base that suggests getting parents engaged are inexpensive to implement with high impacts on attainment, progress and attendance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3.</p>

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) provided daily and weekly.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/ 2
Providing tuition for pupils across the school whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tuition will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1/ 2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's Improving School Attendance advice. This involves training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

<p>Make the best use of our Children and Family Support Manager to work with our vulnerable families to improve attendance and school engagement.</p>		
<p>Our Rainbow and Nurture team will be working with specific families to provide wellbeing support. This will be aimed to be both proactive and reactive to support disadvantaged families in need. It will be focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families – understanding where they are coming from and that all behaviour is communication.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2/3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Reading Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	14	34	48	82%	79%	80%		61%	
Trust Average	202	652	854	111	515	626	55.0%	79.0%	73.3%		69.9%	

KS2 Reading Greater Depth	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	3	12	15	18%	28%	25%		10%	
Trust Average	202	652	854	26	178	204	12.9%	27.3%	23.9%		20.1%	

KS2 Writing Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	12	38	50	71%	88%	83%		83%	
Trust Average	202	652	854	112	542	654	55.4%	83.1%	76.6%		75.9%	

KS2 Writing Greater Depth	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	3	19	22	18%	44%	37%		15%	
Trust Average	202	652	854	14	121	135	6.9%	18.6%	15.8%		14.6%	

KS2 Maths Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	12	37	49	71%	86%	82%		75%	
Trust Average	202	652	854	111	522	633	55.0%	80.1%	74.1%		80.8%	

KS2 Maths Greater Depth	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	2	10	12	12%	23%	20%		7%	
Trust Average	202	652	854	25	157	182	12.4%	24.1%	21.3%		22.7%	

KS2 Combined Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	11	33	44	65%	77%	73%		56%	
Trust Average	202	652	854	85	451	536	42.1%	69.2%	62.8%		62.3%	

KS2 Combined Greater Depth	Pupil Numbers			Pupil Numbers who attained			Percentages			2021-22	2018-19	2018-19
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School	National
Place Farm	17	43	60	1	3	4	6%	7%	7%		3%	
Trust Average	202	652	854	6	57	63	3.0%	8.7%	7.4%		7.6%	

The aim at Place Farm is for all pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support. Covid-19 has had a large impact on all of our children but most significantly it has impacted our disadvantaged families. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum and classroom practice, including during periods of partial closure, which was aided by use of online resources such as those provided by CUSP, PIXL and Oak National Academy. We realise this was still no substitute to face-to-face teaching, and we know pupils experiencing success in the classroom is the key to addressing educational disadvantage. We responded quickly during and after school closures, providing the lowest 20% with devices and then when they were back in school with high quality extra tuition in reading through the National Tutoring Programme. We also paid for teachers to run after school catch-up booster sessions for identified pupils. I strongly believe the results show that without daily face-to-face teaching and the immediate intervention provided by our skilled teachers and support staff within lessons, our pupil premium pupils haven't fallen behind their peers. Our overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. At Place Farm, we always aim to provide exceptional pastoral support to pupils and families and all our staff are encouraged to engage with parents and families to ensure that the school can support its community to the greatest positive effect. This is something that Place Farm feels is a current strength and one we will look to cultivate to great effect moving forward.

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
CUSP Curriculum	Unity Schools Partnership
Maths Mastery	Ark Curriculum
Discovery RE	Discovery RE
Jigsaw PSHE	Jigsaw PSHE
Charanga Music	Charanga Music
Rigolo French	Oxford Owl
PIXL	PIXL
Easy Read	David Morgan Education
Sounds Write	Sounds Write