Pupil premium strategy statement – Place Farm Primary Academy

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

School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	136 (34%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Lisa McConnell, Head of School
Pupil premium lead	Dan Gudgeon, Deputy headteacher
Governor / Trustee lead	Sue Kehr, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,663
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£200,663

Part A: Pupil premium strategy plan

Statement of intent

At Place Farm Primary Academy, we aim to be an excellent school, where best practice and excellent CPD, high achievements, inclusion and well-being are at the heart of everything that we do for our children and staff.

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, including the initiative to give all children in Years 4-6 a 1-1 iPad to ensure modelling alongside teaching and learning. 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.

The development of the whole child is a large part of our approach with the desire to develop learning opportunities beyond the classroom through our belonging strategy including trips and visits, educational visitors, outdoor learning opportunities, a broad and varied curriculum, student leadership opportunities and much more. 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 such as improving attendance and improving reading across the school.

That is because we know that pupils are consistently receiving high quality teaching and a high-quality education when they attend Place Farm Primary Academy. 'Disadvantaged pupils thrive when there is a relentless focus on high-quality teaching (and a shared understanding of what this is).' (Marc Rowland, Addressing educational disadvantage, July 2024) The Great Teaching Toolkit may be a resource that supports this work, alongside EEF guidance reports: https://evidencebased.education/great-

teaching-toolkit-cpd/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports

At Place Farm Primary Academy, we know that attendance is a school, Trust and National priority. 'It is proven that disadvantaged pupils and those with Special Educational Needs are more likely to be absent from school' (Marc Rowland, Addressing educational disadvantage, July2024). Therefore, our aim is to ensure that there is a holistic approach to attendance so that we can work with these disadvantages families to ensure that the children are consistently in attendance of school and that their attendance is above 96% by the end of the academic year. 'Absence from school life is more than just coming into the building. There is:

 • Not coming to school (extended/inconsistent?)

• Coming to school but not attending [some] lessons

• Poor punctuality to lessons

• Exiting the lesson during challenging learning

• Coming to lessons but opting out of learning.

(Marc Rowland, Addressing educational disadvantage, July2024).

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Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Foundation class, many of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains into KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Foundation class, many of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains into KS2.
4	Our assessments, Pupil Voice feedback, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. Current data for autumn 2024 suggests the gap still exists. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress. There is the same gap in demographics with Persistent Absence. Tackling attendance is also part of our Belonging Strategy.

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
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This

among disadvantaged pupils.	is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 78% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils in line with our Belonging Strategy.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils in line with our Belonging Strategy.	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 2.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teacher subject knowledge of effective modelling, stretch and scaffolding.	EEF Report into Improving Mathematics [Improving Mathematics in the Early Years and Key Stage 1	EEF](#) This report clearly states the importance of using manipulatives	1,2,3

	and representations in maths to scaffold learning through modelling EEF Report Improving Literacy in Key Stage 2 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2ndRecommendations-poster.pdf?v=1670402330 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. 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	
Purchase of a [DfE validated Systematic Synthetic Phonics programme](#) (Sounds Write) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, for all pupils: [Phonics	Teaching and Learning Toolkit	EEF](#)	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using the Maths Mastery scheme. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Mathematics_guidance: key stages 1_and 2](#) The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](#)	3

| Improve the quality of social and emotional (SEL) learning.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff as well as through the PSHE curriculum. ELSA and Thrive teams will support work alongside increased investment and training in the Zones of Regulation as part of our Belonging Strategy. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life:

Improving Social and Emotional Learning in Primary Schools \| EEF | 4 |

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. DBV Interventions are delivered, as well as Keep Up and Catch Up Interventions in Sounds Write.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Additional phonics sessions targeted at pupils who require further phonics support. This is through targeted Keep Up and Catch Up Intervention sessions.	Phonics approaches have a strong evidence base indicating a positive impact on all pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have a dedicated Thrive team who deliver behaviour management support as well as Emotional Literacy support through ELSA with the aim of developing our school ethos and Belonging Strategy.	Both targeted interventions and universal approaches can have positive overall effects: [Behaviour interventions	Teaching and Learning Toolkit	EEF](#) https://educationendowmentfoundatio n.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=EMOTIONAL%20LITER	4
Embedding principles of good practice set out in the DfE's guidance on [working together to improve school attendance.](#) This involves training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Make the best use of our Children and Family Support Manager to work with our vulnerable families to improve attendance and school engagement and support our Belonging Strategy.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Our Rainbow and Thrive team will be working with specific families to provide wellbeing support in line with our Belonging Strategy. This will be aimed to be both proactive and	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundatio n.org.uk/educationevidence/teaching-	4,5

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	learning-toolkit/behaviour-interventions	
Contingency fund for acute issues.	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. We may need to support families on a more flexible, bespoke basis as required (which would include things like trips/uniform).	All

Total budgeted cost: £200,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that by the end of KS2 the gap closes significantly in Reading, Writing and Maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that the school closes the gap between disadvantaged and non-disadvantaged children the longer the children attend the school.

KS2 Maths Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2023-24	2022-23
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School
Place Farm Primary	20	40	60	14	32	46	70.0%	80.0%	76.7%		80.3%
Trust Average	237	615	852	143	502	645	60.3%	81.6%	75.7%		77.5%

KS2 Writing Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2023-24	2022-23
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School
Place Farm Primary	20	40	60	17	34	51	85.0%	85.0%	85.0%		82.0%
Trust Average	237	615	852	155	511	666	65.4%	83.1%	78.2%		77.0%

KS2 Reading Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2023-24	2022-23
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School
Place Farm Primary	20	40	60	17	33	50	85.0%	82.5%	83.3%		65.6%
Trust Average	237	615	852	148	478	626	62.4%	77.7%	73.5%		70.9%

KS2 Combined Expected	Pupil Numbers			Pupil Numbers who attained			Percentages			2023-24	2022-23
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP	Total	National	School
Place Farm Primary	20	40	60	13	31	44	65.0%	77.5%	73.3%		62.3%
Trust Average	237	615	852	123	440	563	51.9%	71.5%	66.1%		64.4%

The data shows that Pupil Premium children out performed their Non-Pupil Premium peers in our end of KS2 reading attainment data, whilst there was no gap between Pupil Premium children and their non PP peers in writing. There was still a gap between our Pupil Premium and non-Pupil Premium whoever in Maths and therefore our combined end of Key Stage Two data.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Based on all the information above, the performance of our disadvantaged pupils started to move towards meeting our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strong Phonics teaching and systems, as well as the consistency and strength in delivery of our Reading and Maths curriculum are particularly effective strengths of the school particulary in improving disadvantaged outcomes.

We are continuing to develop our approaches to become more effective in tackling the disadvantaged attendance gap as well as developing our emotional literacy and belonging approaches to support all children in our school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
CUSP Curriculum	Unity Schools Partnership
Delivering Better Value	Suffolk County Council
Maths Mastery	Ark Curriculum
Jigsaw PSHE and RE	Jigsaw
Sounds Write	Sounds Write Limited
PiXL	PiXL
Thrive	Thrive
ELSA	ELSA Support