

Pupil premium strategy statement (Including ACE)

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 the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Smarden Primary and Nursery School
Number of pupils in school	134 (+ in Nursery)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	7/12/24
Date on which it will be reviewed	1st September 2025
Statement authorised by	C Summers
Pupil premium lead	C Miller
Governor / Trustee lead	Kim Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,600

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils at Smarden Primary School

Smarden School is determined to ensure that **all** children achieve their potential. We have high expectations for **all** pupils, and seek to inspire disadvantaged pupils, and their families, to share these expectations; to value education as a way to change lives.

Our objective is to ensure that disadvantaged pupils make at least as much progress as their more advantaged peers, with the focus on disadvantaged pupils making accelerated progress. This means supporting pupils to achieve their academic potential, and to grow in character. We aim to empower pupils to overcome barriers, and to develop resilience, perseverance and determination to succeed. All pupils in this school are encouraged to develop as independent learners, and to aspire to be leaders.

How our current pupil premium strategy plan works towards achieving those objectives

Our pupil premium strategy is centred on working closely in partnership with families to identify barriers quickly and provide effective intervention to overcome these barriers.

The key principles of our strategy plan

Consistently sound Inclusive teaching at Smarden ensures that all pupils learn the knowledge and skills that they will need in later life. At Smarden, it is our aim for **every** child to leave us at age related expectations in reading. However, some children, including those who are disadvantaged, need extra support to achieve this goal. Identifying early the barriers children may have to becoming fluent readers, including for example, daily opportunities to read to an adult or having a supply of books at home, mean that we encourage **all** children to develop a love of reading.

As a school, we therefore understand the need to focus on identifying barriers as soon as possible and providing early intervention, particularly in EYFS and KS1 to ensure that any gaps are swiftly addressed. We have therefore invested in a strong foundation in phonics delivered through Read Write Inc. We have invested heavily in mathematics teaching at Smarden and follow the Mathematics Mastery scheme of learning and TKAT's arithmetic curriculum from Year 1, and the Mastering Number Program in EYFS.

Additional focussed support and pastoral care is given to those children who require it, so that all can achieve their full potential. This year, we will be continuing to provide all pupil premium pupils at Smarden with a 'Champion' who will build positive relationships

with families and empower pupils to overcome their barriers. The Champion is a member of school staff who meets weekly with the pupil for 1:1 tutoring, to include 1:1 reading, who also ensures that the pupil has an appropriate book that they are enjoying. The Champion also has weekly contact with the family to build relationships and overcome barriers. Most members of staff, including the Headteacher at Smarden, have at least one pupil premium tutee, and the intention is that this Champion will remain with the pupil as they move up through the school.

Our ACE programme is part of the TKAT project started in September 2021, which has been externally evaluated.

“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021.

Smarden’s ACE provision was the subject of a Headteacher’ Update article in May 2022 which can be accessed here: [Headteacher Update article on Smarden’s ACE tutoring](#) Smarden Primary believes that mental well-being is the precursor of all academic achievement. We therefore focus heavily on ensuring our children are nurtured to be in the right frame of mind to achieve their best. We achieved gold status in our accreditation with The Carnegie School of Mental Health in 2023 and achieved the National Nurturing Schools Programme in December 2024. Our Senco is now training to become a Thrive Practitioner and we have prioritised delivering Thrive to pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance.</u></p> <p>Last year, Pupil premium attendance fell below non pupil premium attendance (PP attendance 92.6%, non PP 95.6%). In addition to this, pupil premium pupils were more likely to be persistently absent: of the 12 pupils who finished the year with attendance of less than 90%, 5 of these were pupil premium. Persistent absence for the whole school stood at 8.6%. This was a slight increase in the % from the previous year, but remains significantly below national.</p> <p>Some PP families think daily attendance is not important or do not value education as highly as family excursions or mental well-being. We will approach this by communicating with families and raising their expectations. Building the relationship with these families continues to be key, which is why the ACE tutors are so important.</p>

	<p>Some PP children do not want to come to school because of low attainment or poor self-esteem, and parents too easily let their children stay at home. We need to improve PP pupils' well-being at school and self-efficacy. This will be achieved through strong inclusive teaching, support, timely intervention and tutoring, to improve academic achievement. Nurture and support for well-being from ACE tutors will improve self-esteem. Other referrals will be made to support well-being or SEN as necessary as quickly as possible to improve progress.</p> <p>We need to work with parents to improve parenting skills and to help them understand the importance of regular attendance.</p> <p>Some parents of PP pupils have lower mental well-being themselves, and this impacts on their ability to support regular attendance.</p>
2	<p><u>School Engagement including goal orientation, motivation, self-efficacy and behaviour.</u></p> <p>Expectations of <i>some</i> pupil premium pupils, and their families, need to be raised. However, this is not true for all PP families; our strength at Smarden is knowing our families well; each is different and has its own challenges. Our approach is centred on developing relationships in order to enable families to overcome these challenges.</p>
3	<p><u>Attainment.</u></p> <p>SEN and disadvantage should not necessarily be linked, but at Smarden the percentage of children who are disadvantaged and also SEN is high. This remains the most significant barrier to the future attainment of disadvantaged pupils here. It is therefore vital for us to focus on improving high quality inclusive teaching at Smarden. CPD will concentrate on evidenced based adaptive teaching strategies which will have a strong impact on the progress of all pupils, including SEN. All teachers will be trained to use the EEF 5 a day approach consistently across the school in daily teaching. We also need to identify needs correctly and quickly, providing timely and effective intervention where necessary e.g. pre-teaching prior knowledge, and to seek specialist advice and support where necessary so that pupils can catch up with their peers.</p>
4	<p><u>Take-up of school opportunities</u></p> <p>All pupil premium pupils take up their offer of ACE tutoring and the school is working towards Gold accreditation for its ACE program this year.</p> <p>We want all pupil premium pupils to take advantage of the wider opportunities in school, including individual music lessons and clubs. This is being actively pushed by the ACE lead.</p>
5	<p><u>The behaviour of some pupil premium pupils is not in line with non PP peers.</u></p> <p>Some pupils, particularly those with PP and SEN, have difficulty in regulating their behaviour. These pupils need highly adapted curriculums or environments in order to regulate their behaviour at school.</p>

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
PP pupils over time and relevant to the context, will have:	
<ul style="list-style-type: none"> Rapidly improving attendance or attendance that is at or above the national average for all non-PP pupils. 	Target is 98% average attendance for PP pupils for academic year 2024-2025. % PA reduced to be in line with non PP persistent absence - below 10%. PP Pupils want to come to school.
<ul style="list-style-type: none"> Rapidly improving or good pupil engagement compared to their peers 	PP pupils know their targets and are motivated to achieve them. Behaviour of PP pupils improves. Improved progress and attainment. Improved engagement in class. All pupils are happy, feel safe and confident (as measured by the Impact Ed survey) at school and pupil voice surveys. Pupils are resilient and do not give up when they find learning hard. All PP pupils have an ambition.
<ul style="list-style-type: none"> Rapidly improving outcomes or outcomes that are at or above the national average for all non-PP pupils. 	Improved progress and attainment. Gap between the attainment of PP pupils and their non PP peers is reduced. 100% of PP Year 6 pupils leave at age related expectations in reading.
<ul style="list-style-type: none"> Increased uptake of opportunities offered by the school outside of the classroom including raised career aspirations. 	A similar % of PP pupils are taking individual music lessons as non PP pupils. PP pupils regularly take part in clubs. PP pupils will be given priority booking for all clubs and ACE tutors will encourage participation.
<ul style="list-style-type: none"> Increased communication between school and home with rapid intervention or referral processes, as required 	Regular weekly communication between ACE tutor and family. Improved communication. Swifter referral to external services or specialist help. To be measured: number of referrals made by tutors.

<ul style="list-style-type: none"> Improved behaviour, including for those with SEN needs. 	<p>Thrive intervention delivered to pupils. Nurture in place for PP pupils who need this.</p> <p>Adapted environments for pupils who struggle to self regulate their behaviour - e.g. workstations set up in class, safe spaces for pupils to be able to access when dysregulated.</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: £42,677 (of which the PPG contributes £10,699.25 ((42,677/20) X5)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Single Forms in Year 1, and Year 2, instead of having a split Year R/1/2 and 2/3 classes.</p>	<p>EEF Research on smaller classes concluded that they only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive (see Feedback).</p> <p>At Smarden, we believe that investing in single year group classes is important to ensure adaptive teaching can meet the needs of all pupils. There is a significant range of abilities in Year 1-2, without these being split year groups. We expect splitting these classes to not only positively impact on pupil progress, but also to reduce teacher workload which will lead to higher teacher retention.</p>	<p>3</p> <p>To ensure that all PP pupils make progress in line with their non PP peers.</p> <p>To ensure that all PP pupils leave Smarden at ARE in reading.</p>

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

Budgeted cost: £ 11,000 (part funded by 1:1 tutoring fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ACE tutoring 1 hour/week targeted support for every pupil. 45 mins 1:1 tutoring 15 mins weekly meeting with parent. Extra time for referrals as necessary.</p>	<p>“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021. EEF 1:1 tuition + 5 months</p>	<p>1,2,3,4</p>
<p>ACE program Appoint and train Tutors for any new pupils Continue to Communicate programme in and out of school Monitor recording and tracking system for ACE Support Tutors to ensure pupils have appropriate goals/targets Provide supervision support for Tutors</p>	<p>See above + Impact of ACE program at Smarden 2023-2024 - see below.</p>	<p>1,2,3,4</p>
<p>Thrive Train a Thrive licenced practitioner within the school to deliver Thrive sessions to pupils. Deliver Thrive sessions to PP pupils.</p>	<p>Thrive is an evidenced based approach which is known to reduce behaviour incidences by at least 50%, deal with disruptive behaviour, improve attendance and raise pupil and staff wellbeing.</p>	<p>5</p>
<p>Nurture Train staff in Nurture provision Deliver Nurture sessions</p>	<p>The nurturing approach is a highly effective way of supporting improved behaviour and increased attendance in our school, leading to better attainment and reduced exclusions. The National Nurturing Schools program supports the school to embed a nurturing culture throughout the school, enhancing teaching and learning, and promoting better outcomes for the whole school community. It focuses on pupils’ emotional needs</p>	<p>5</p>

	<p>and development alongside their academic learning and can improve attendance and behaviour.</p> <p>The programme is highly rated by school leaders and teachers, with an outstanding Net Promoter Score of over 70, meaning almost all participants strongly recommend the sessions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7900.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs	<p>The EEF states, 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Clubs allow children to develop social skills, make new positive connections and develop healthy peer networks.</p>	2,4,5
<p>Forest school sessions</p> <p>Training for Forest school leaders.</p> <p>Employing a Forest school teacher ½ day/week.</p> <p>Resources for Forest school.</p>	<p>As the EEF states, 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</p> <p>Forest school at Smarden allows children to explore a range of different skills that are not usually practised in the classroom environment. This allows every child to find something that they are good at. Children who would not normally lead their peers in the classroom have a different forum in which to excel.</p>	1,2,3,4,5
Half price Wrap around Care	<p>This is part of improving parental engagement with school.</p> <p>EEF research on Effective parental engagement +3 months</p> <p>During this period of economic crisis, we aim to support families to be able to work, and to provide heat and meals where necessary.</p> <p>EEF wider strategies</p> <p>EEF social and emotional learning +4 months</p> <p>EEF Extending school day +3 months</p>	1, 2 and 4
Half Price Music lessons	EEF - Arts Participation + 3 months	4

Half Price trips including School residentials	EEF - social and emotional learning +4 months	4
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Total budgeted cost: £ 29,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>The Implementation of Ambition Tutor programme (ACE) saw a continued increase in engagement for our most disadvantaged pupils and their parents with school life. The attendance of some pupil premium pupils has improved as a result of this.</p> <p>Pupil Premium pupils made good progress in reading over the year.</p>

Activity	Challenge number(s) addressed	Outcomes
Single Forms in Year 2, and Year 3, instead of having a split Year 2/3 class.	3 To ensure that all PP pupils make progress in line with their non PP peers. To ensure that all PP pupils leave Smarden at ARE in reading.	80% of pupil premium pupils in Years 2 and 3 achieved reading in Summer 2024 assessments. Overall in Years 2 and 3, 73% of pupils achieved reading. 60% of pupil premium pupils in Years 2 and 3 achieved maths in Summer 2024. Overall in Years 2 and 3, 74% of pupils achieved maths.

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

Activity	Challenge number(s) addressed	Outcomes
<p>ACE tutoring 1 hour/week targeted support for every pupil. 50 mins 1:1 tutoring 10 mins weekly meeting with parent. Extra time for referrals as necessary.</p>	1,2,3,4	<p>Persistent absence for PP pupils rose on the previous year, but remained below national. 22% of PP pupils were persistently absent, in comparison with 28% nationally. This reflects the continued positive impact of ACE tutoring.</p> <p>Attendance of PP pupils was 92.6% for 2023-2024 in comparison with 95.5% for all pupils.</p>
<p>ACE program Appoint and train Tutors for any new pupils Continue to Communicate programme in and out of school Monitor recording and tracking system for ACE Support Tutors to ensure pupils have appropriate goals/targets Provide supervision support for Tutors</p>	1,2,3,4	As above

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

Activity	Challenge number(s) addressed	
Half price Wrap around Care	1, 2 and 4	40% of PP pupils are regularly accessing Wrap around care
Half Price Music lessons	4	1 PP pupil took piano lessons this year.

Half Price trips including School residentials	4	All PP pupils benefitted from this, including two pupils who went on the French trip and one pupil who went to the Year 5 PGL trip.
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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
ACE training	TKAT

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.