

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	30% (104/346 children)
1	
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	M M Hargreaves
Pupil premium lead	Mr M Newton
Governor / Trustee lead	Mr C Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£179,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are 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.

We intend to:

- Provide staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to day trips, residential fieldtrips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Our objectives are to:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts

- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and programmes of support for individual pupils which will be reviewed at least termly. Alongside academic support we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from suitably trained adults

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium attendance and punctuality, with a focus on those who are PA
2	33.6% (35/104) of Pupil Premium children are also SEND
3	Addressing low oracy skills in EYFS/KS1, impacting on Early Reading and Writing development
4	Pupils who are coping with additional mental/emotional wellbeing matters that require ongoing support in order to access learning to make progress
5	Parental engagement in pupil learning and pupils' experiences of the wider world

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
Improve all pupil attendance, with a focus on PP attendance and punctuality.	Attendance for all students improved with lower levels of persistently absent pupils, in line with National and Local figures.

	Pupil Premium pupils improve attendance enables access to additional support within the curriculum.
Improve rates of progress in Literacy and Numeracy for all students. Embedding the Assessment system and Early Reading strategies approach, while addressing academic gaps.	Pupils make expected progress across the curriculum, in line with their ability and current attainment. PP pupils who are also SEND, make expected progress in line with their ability and current attainment. Staff effectively use assessment system to identify pupils next steps
Improve oracy levels in EYFS/KS1 to support access to early reading and writing skills	Evidence of improved oracy skills in EYFS/KS1, through formative assessment. Progress in early reading and writing.
Support pupils' mental/emotional well-being, to enable them to access the curriculum	Support assists pupils to develop strategies to support their mental wellbeing, enabling them to access the curriculum. Curriculum attainment evidences progress, in line with the pupil's ability and attainment level.

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: £25,580.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching support staff, to ensure a high quality first approach to learning. Development of coaching and mentoring to develop staff knowledge and skills. Training with Mark Burns <ul style="list-style-type: none"> Continue to embed Sticky Knowledge 	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit'	1, 3, 4 and 5

<p>strategies for building knowledge retention for pupils across the curriculum, monitored and evaluated through observations.</p>		
<p>Continue to embed RWI phonics programme, developing training of staff for high quality teaching and planned practise sessions to ensure continuity across the key stages. Continue to embed the Local Authority project to monitor and support development of the teaching and learning of Early Reading development and fluency across the school.</p> <p>Reception on track for pupils expected level for transition to year 1.</p> <p>Year 1 on track to be in line with Phonics Screening check National Average.</p> <p>Year 2 on track for pupils expected level transitioning into Year 3.</p> <p>Year 3 on track for pupils expected level transitioning into Year 4.</p>	<p>The Education Endowment Foundation (EEF) in 2015</p> <p>American Institute for Research (AIR) and EEF 2019</p> <p>Reading by Six – in 2010</p> <p>Teaching and Leadership Innovation Fund (TLIF) and UK’s Department of Education (DfE) 2017</p> <p>The Rose report.</p> <p>DFE reading framework.</p> <p>Phonics toolkit EEF DfE accredited phonics programmes.</p> <p>Phonics strategies, EEF T&L toolkit</p>	<p>1, 3 and 5.</p>

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

Budgeted cost: £115,575.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish well monitored and evaluated small group Math, Maths basic skills, Reading and SPaG interventions for disadvantaged pupils falling behind age-related expectations through the use of LSA/teacher led small group intervention:</p> <ul style="list-style-type: none"> • Timetables Rock stars • Reading Plus • On Track Rising Stars • Fresh Start • Read Write Inc. 1:1 Fast Track tutoring • Dynamo • 3rd Space Learning Maths • Ed Shed • Recovery Catch up Intervention Programme <p>Identify a reading comprehension program for challenging key stage 2</p>	<p>The Education Endowment Foundation (EEF) in 2015</p>	<p>1, 4 and 5</p>
<p>Implementing the use of 1:1 phonics tutoring and tailored phonics groups to aid progression.</p>	<p>American Institute for Research (AIR) and EEF 2019 Reading by Six – in 2010 Teaching and Leadership Innovation Fund (TLIF) and UK’s Department of Education (DfE) 2017 DFE reading framework. Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit</p>	<p>1, 3, 4, and 5</p>
<p>Strategies to support pupils’ and family’s mental/emotional well-being, to enable them to access the curriculum/support their</p>	<p>The Education Endowment Foundation (EEF) in 2015</p> <p>Maslow’s hierarchy of needs 1943</p>	<p>4</p>

<p>child to access the curriculum.</p> <p>2x Learning Support Assistants including LSA to provide social and emotional support, with range of targeted interventions together with social and emotional issues.</p> <p>Additional SEMH LSA's to develop and support sessions to accommodate the growing needs and wellbeing of targeted pupils</p> <p>Parent workshops</p>		
<p>Developing readiness to learn within EYFS and KS1 pupils.</p>	<p>Speak for change 2021</p> <p>The Education Endowment Foundation (EEF) in 2015</p>	<p>1</p>

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

Budgeted cost: £37,844.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the attendance and punctuality of all students, reducing the number of persistent absentees and embedding procedures of rewards and challenge to increase attendance and punctuality within the school.</p> <p>Increase Attendance Reduce Persistent Absentees Reduce late attendance</p>	<p>Local and National authorities to improve attendance.</p> <p>DFE, 2021 Attendance and punctuality</p> <p>The Education Endowment Foundation (EEF) in 2015</p>	<p>2, 6 and 5</p>

<p>Education welfare officer to assist school to support families with attendance and acute needs- increased to weekly participation in meetings for additional support.</p> <p>Impact of EWO when addressing families struggling to comply with Attendance expectations and school support.</p> <p>Reflection on number of case study referrals and impact of these.</p>	<p>DFE, 2021 Attendance and punctuality</p> <p>Working together to improve school attendance 2024</p>	<p>2, 5 and 6</p>
<p>Provision of enrichment experiences for learning i.e. Fieldtrips, residentials, increased cultural capital Subsidised access to Kids Club (Wraparound Care), uniform, milk etc.</p>	<p>Pupil and parent voice</p> <p>The Education Endowment Foundation (EEF) in 2015</p>	<p>6</p>

Total budgeted cost: £ 179,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

Review: last year's aims and outcomes

Aim	Outcome
Strategies to improve rates of progress literacy and numeracy through the embedding of a new assessment system and early reading strategies approach.	See Appendix: 1
Targeted interventions and challenge programmes that close the gap between Pupil Premium and Non-Pupil Premium children.	See Appendix: 1

Development and implement of strategies aimed at raising aspirations and achievement for all with a particular focus on disadvantaged pupils through social and emotional support /interventions to improve attendance and pupil well-being e.g. Breakfast club and Mentoring Programme and providing a range of experiences and challenges to enrich the children's learning. Alongside broaden their horizons and expectations e.g. school trips, Pathways Music Programme and Theatre groups	<p>Engagement of pupils and wellbeing check in's, visits were made to all pupils being monitored by the SEMH team to promote wellbeing and take care of families.</p> <p>All calls and ongoing support have been documented on CPOMs. Each of these pupils received well-being book packs to support developing an understanding of the needs these pupils and families were dealing with.</p>
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<p>To develop the attendance and punctuality of all students, reducing the number of persistent absentees and embedding procedures of rewards and challenge to increase attendance and punctuality within the school.</p>	<p>Attendance overall is 0.6% up, with current attendance being 95.22%, higher than last year which was 94.69%.</p> <p>PA is 2.2% higher than this time last year and is currently below local and National data. (16.8%)</p>
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Appendix 1:

Pupil Premium - Data 23/24

Year	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1	5/16 = 31%	4/16 = 25%	7/16 = 43%	3/16 = 19%	4/16 = 25%	5/16 = 31%	4/16 = 25%	5/16 = 31%	6/16 = 38%
2	3/14 = 21%	3/14 = 21%	5/14 = 36%	4/14 = 29%	4/14 = 29%	5/14 = 36%	6/14 = 43%	7/14 = 50%	7/14 = 50%
3	9/24 = 37.5%	13/25 = 52%	15/25 = 60%	7/24 = 30%	8/25 = 32%	10/25 = 40%	7/24 = 30%	8/25 = 32%	14/25 = 56%
4	13/24 = 54%	13/24 = 54%	13/24 = 54%	12/24 = 50%	12/24 = 50%	14/24 = 59%	15/24 = 63%	14/24 = 59%	13/24 = 54%
5	13/26 = 50%	13/26 = 50%	14/26 = 54%	13/26 = 50%	13/26 = 50%	14/26 = 54%	14/26 = 54%	15/26 = 58%	17/26 = 65%
6	8/15 = 53%	8/15 = 53%	10/15 = 66%	8/15 = 53%	6/15 = 40%	11/15 = 73%	5/15 = 33%	6/15 = 40%	10/15 = 66%

Numerator – Number of pupils who are pupil premium who made expected Denominator- Number of pupils who are pupil premium

Year 6 – Of the 15 pupil premium pupils, 3/15 are additionally SEND

Year 5 – Of the 26 pupil premium pupils, 9/26 are additionally SEND

Year 4 – Of the 24 pupil premium pupils, 9/24 are additionally SEND

Year 3 – Of the 25 pupil premium pupils, 8/25 are additionally SEND

Year 2 – Of the 14 pupil premium pupils, 2/14 are additionally SEND

Year 1 – Of the 16 pupil premium pupils, 4/16 are additionally SEND