

Pupil premium strategy statement – & review (2024-2025)



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	360
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24, 2024-25, 2025-26
Date this statement was published	05/12/2024
Date on which it will be reviewed	05/12/2025
Statement authorised by	L Wilby
Pupil premium lead	L Peterkin-Aldred
Governor / Trustee lead	I Sutherland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	FSM £65,120
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
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>	£65,120 FSM

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across the curriculum. To achieve this, our Pupil premium strategy takes a range of approaches to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the Highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that there is a gap between disadvantaged and non-disadvantaged pupils at Key Stage 2 in reading, writing and maths. This gap varies significantly between cohorts.
2	Assessment and observation shows there is an attainment gap between disadvantaged and non-disadvantaged achieving Greater Depth in reading and maths in Year 4 and 6.
3	Assessment and feedback identify that disadvantaged pupils in Years 4, and 6 perform less well maths. Within these groups, there is a significant cross over with quite complex SEND meaning that access to the age-appropriate curriculum is required.
4	In Years 4 and 6 there is a significant difference in the number of greater depth writers between disadvantaged and non-disadvantaged.

5	Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged. The gap has narrowed since last year.
6	Data collected on parental engagement with parents' evening, email communication and attendance to wider parental events is lower for families of disadvantaged families compared to non-disadvantaged.

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 writing, vocabulary and spelling outcomes for disadvantaged pupils in all years. Analysis (to be added each year)	Assessments and observations show improved outcomes in writing, vocabulary and spelling for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.
Improved reading attainment among disadvantaged pupils in Key Stage 2.	KS2 reading outcomes show that more disadvantaged pupils are meeting the expected standard.
Improved numbers of disadvantaged pupils achieving 'greater depth' in writing and across subjects.	KS2 outcomes show that more disadvantaged pupils are achieving greater depth.
Increased attendance for disadvantaged pupils.	Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils are.

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: £23,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement standardised diagnostic assessment tools Training for staff to ensure assessments are carried out and administered correctly.	Primary assessment in England: Government consultation response (publishing.service.gov.uk)	5, 3, 2
Implement structured phonics intervention programme and KS2	Phonics EEF (educationendowmentfoundation.org.uk)	2
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Develop the use of Trick Box (Personal Development Programme) across the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1,2,3,4,5

	Trick Box – Personal Development Programmes EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	
Purchase and implement specific software to support the model of instructional coaching (through SPARC) for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching.	<p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching.</p> <p>What makes great teaching? - Sutton Trust</p>	1,2,3,4,5
Continue to implement highly structured maths scheme of work and purchase concrete resources.	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
Continue to implement highly structured spelling and grammar scheme of work and purchase spelling programme.	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2,4,5
Continue to implement highly structured handwriting scheme of work and purchase Nelson resources.	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2,4,5
Continue to implement highly structured Guided reading scheme of work		2,4,5

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

Budgeted cost: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff to run targeted support for: <ul style="list-style-type: none"> - Social and Emotional skills -Curriculum based targeted support. - Early Language - Phonics - Reading 	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £26,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a new tier of support workers in school supporting vulnerable pupils, pupils with wider disadvantage and their families.	Parental engagement strategies and support. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	7,8
The ELSAs will spend 50% of their timetable supporting pupils on the enhanced tier of out wellbeing approach	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	8
Whole staff training on PACE approach to behaviour management, developing school ethos and improving behaviour.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/	8

	PACE - A Therapeutic Approach - Help Children Live Better	
Focus on developing attendance of target groups and individuals.	Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk)	

Total budgeted cost: £ 65,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See previous pupil premium document for full review.

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
None	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Total Service £12,580
<ul style="list-style-type: none">- Increase in staffing for Social and Emotional support.- Increase in resourcing for Social and Emotional support hub.- Provision of extra-curricular trips and visits linked to service status.- Participation in schools' military group activities.
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">- Increased allocation of ELSA hours. Impact – Increased availability to provide support during times of separation due to deployment and other work commitments. Increased family support and communication.- Increased provision of resources to use during ELSA time – Impact – ELSA able to target support for pupils via the use of a lending library, puppets, toys and arts and crafts equipment.- Specific extra-curricular activities, trips and visits throughout the academic year – Impact – Service pupils able to come together as a unique community to celebrate, enrichment of extra-curricular experiences broadening understanding and outlook.