

Pupil Premium Strategy Statement

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	287
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2024/5 (April 2024 to March 2025)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jon Stevens Headteacher
Pupil premium lead	Jon Stevens Headteacher
Governor lead	Colin Molloy Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118.000
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	£118.000

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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 attainment at least in line with their peers 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 deep learners.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tuition grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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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 under-developed language skills and vocabulary gaps that has a negative impact on writing among many disadvantaged pupils. These are evident from Reception 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 phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most areas of the school.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges affected all pupils but particularly affect disadvantaged pupils.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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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 among disadvantaged pupils that positively impacts writing.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils that positively impacts attainment in writing. This 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 2024/25 show that more than 67% of disadvantaged pupils (non-SEN FSM) meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils (non-SEN FSM) meet the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 67% of disadvantaged pupils (non-SEN FSM) meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none">•the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.•the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this financial year** to address the challenges listed above.

Teaching

Budgeted cost: £16,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback</p> <p>Providing feedback via tests (Purchase of standardised diagnostic assessments)</p>	<p>Impact: +6 months</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Feedback EEF</p>	1, 2, 3
<p>Arts participation</p> <p>School to fund children attending the Rock Music Lessons.</p>	<p>Impact = +3 months</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Arts participation EEF</p>	4
<p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> ➤ Star reader ➤ Lexia 	<p>Impact = +6 months</p> <p>Reading comprehension strategies are high impact. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Reading comprehension strategies EEF</p>	1
<p>Social and emotional (SEL) learning</p> <p>SEL approaches will be embedded into the extra-curricular LittleThink club, currently on offer to all children.</p>	<p>Impact: +4 months</p> <p>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)</p> <p>Social and emotional learning EEF</p>	4

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

Budgeted cost: £95,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Impact: +4 months.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, small groups.</p> <p>Small group tuition EEF</p>	3
<p>Reducing class sizes across KS1 and KS2 in maths and English.</p>	<p>Impact: +2 months.</p> <p>Evidence shows that having smaller class sizes, by between 8 and 10 children fewer, allows teachers to have time for higher quality interactions with children, and additional opportunities to provide higher quality of feedback. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils.</p> <p>Reducing class size EEF</p>	3

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

Budgeted cost: £6,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement</p> <p>Embedding principles of good practice set out in the DfE's <i>Working Together to improve attendance</i>.</p> <p>Employing an independent attendance officer to support school in improving attendance.</p>	<p>Impact: +4 months.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement EEF</p>	5
<p>Contingency fund for acute issues</p> <p>School provides a free daily breakfast bagel for all FSM children in school).</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>	All
<p>Parental Engagement</p> <p>Employing an independent family support worker to support children and families build positive relationships with each other and school, thus improving behaviour and attendance.</p>	<p>Impact: +4 months.</p> <p>A solution-focused approach that is used to achieve positive outcomes for individual children, parents/carers and families.</p> <p>Parental engagement EEF</p>	5
<p>Behaviour Intervention</p> <p>Embedding the newly introduced Track-It behavior program which promotes positive reinforcement. Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Impact: +4 months.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p>Behaviour interventions EEF</p>	5

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Teaching CPD cost:	£16,186
Targeted academic support cost:	£95,300
Wider strategies cost:	£6,514
Total cost:	£118,000
Pupil premium funding allocation this academic year	0
Recovery premium funding allocation this academic year	0
Total Allocation	0
Balance	£118,000

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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 2022 to 2023 academic year.

The 2024 assessment data shows that, once SEN FSM children have been removed, FSM children are either equal to non-FSM or are above in most year groups. This shows that through pupil premium expenditure, FSM (non SEN) children are achieving well in most year groups across school.