



Pupil Premium Strategy: 2023-24

Statement of Intent

What are our ultimate objectives for our disadvantaged pupils?

- To ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.
- To ensure that disadvantaged pupils have full access to wider curriculum experiences and opportunities.
- To year on year reduce the attainment gap and focus on equity and ensure that this is a key part of whole school planning.

How does our current pupil premium strategy plan work towards achieving those objectives?

By ensuring a relentless focus and sustaining high quality teaching, learning and support for all our pupils in line with our school values and mission

By reference to EEF and DFE Guidance By establishing robust methods to regularly check the impact and adjust strategies where there is a need

By establishing clear and robust starting points and ensuring all actions will be evidence based

By a detailed analysis of what has and what hasn't worked in the past

What are the key principles of our strategy plan?

To ensure there are clear links to all other planning strands - Sports Premium, CPD, SIP and SEF

To sustain relentless focus on further improving high quality curriculum, teaching, and learning 5

To build a clear and consistent pedagogy on curriculum and EEF research

To ensure that all staff are fully aware of the strategy and roles they play in it

To ensure the best use of all staffing through high quality training

To establish regular monitoring and review processes

To ensure governors are fully aware of their role in the Pupil Premium strategy

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

Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	31% (35 pupils)
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Angela Snell - Head
Pupil premium lead	
Governor lead	Emma Garner
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5,800 (unused)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,200

Challenges

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

Challenge number	Detail of challenge
1	A central need of the school and our disadvantaged children is to further develop early language skills, where speech and language skills may have been delayed due to lack of social engagement. This is evidenced by assessments, observations, transition information and discussion with pupils from EYFS-Y6
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. This is evidenced by half termly RWI phonic assessments
3	Mathematics and English - specifically at KS1. On entry children are below age expected in mathematics, reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books. This is evidenced by assessments, observations, transition information and discussion with pupils from EYFS-Y2
5	Observations and discussions with pupils suggest limited opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning. Sports and team events.

	This is evidenced in pupil questionnaires and discussions
5	<p>Social and emotional issues for many pupils and a lack of enrichment opportunities still exist following COVID. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This is evidenced in questionnaires and an increase in requests from parents for school pastoral support</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
<p>From EYFS upwards children will receive age-appropriate support for both home and school to further develop speech and language skills. Improved phonics and reading attainment among disadvantaged pupils. To narrow and diminish the gaps in Phonics screening, RWM KS1 & KS2 between Pupil Premium pupils and their peers. Children will gain fluency in the core aspects of Literacy ensuring age-appropriate reading and writing standards</p>	<p>There will be a year-on-year reduction in number of pupils below age-appropriate standards for language Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reading - significant shift towards all pupils achieving age appropriate standards as shown through phonic scores and reading assessments</p> <p>There will be clear improvements in the quality of writing for all pupils</p>
<p>For high achieving Pupil Premium pupils to achieve their potential in RWM and to have high aspirations for themselves.</p>	<p>Track KS2 RWM outcomes in 2023/2024 to show more than 75% of disadvantaged pupils met the expected standard.</p>
<p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening) Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-Pupil Premium in school.</p>	<p>Monitoring, including planning and assessment records, pupil observations and when appropriate welcome evidencing use of extended language and vocabulary and use of correct grammar/ sentence structure orally impacting positively on confidence and on reading and writing outcomes. Monitoring demonstrating creative activities planned and delivered.</p>

<p>Children will be re- engaged in learning. Social and emotional needs will be identified and supported through interventions and pastoral support. This is intended to overcome barriers to learning. Teacher or parental requests will identify children needing extra support. We will measure this through close analysis or behaviour logs.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • behaviour walls, class dojos and whole team reward systems showing a positive shift in social and emotional well-being
<p>To support children to work collaboratively, critically, creatively Focus: continue and extend personal, social, emotional health and well-being programmes. The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data form student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among the disadvantaged pupils
<p>Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged being no more than 1.3% • the percentage of all pupils who are persistently absent being below 7.5% and the disadvantaged pupils gap being significantly reduced

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English Subject Lead CPD Maths Subject Lead CPD. Emphasis on curriculum</p>	<p>CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress. Use of engaging texts. Revision of units of work to enable</p>	<p>1, 2, 3</p>

	mastery of writing. In addition, use of a high quality, effective mathematics approach will enable pupils to be enthused and reach their full potential.	
Provide continuous staff CPD to ensure all children receive quality first teaching. All staff to receive Embedding Formative Assessment training over a 2 year period.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilights and INSET.	1, 2, 3
Purchase additional resources for phonics in order to support the training and implementation of the programme in reception, KS1 and LKS2. Fresh Start materials to support intervention in KS2.	As a school, we see it as our mission to teach every child to read and write, and to keep them reading. No exceptions. Quality training and resources gives teachers the skills and confidence to reach every child. We strive for every child, regardless of age, background or need, learns to read accurately and fluently, and develop a love of reading. They will spell, handwrite and develop their ideas for writing, articulate their understanding and practise what they have been taught.	1, 2
English and mathematics LA groups in Years 3- 6 Targeted support in lessons for PP pupils high potential.	Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Additional support targeted at specific pupils who are making slower progress in learning, particularly in RWM. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. One to one support for pupils underachieving/under-attaining/ significant gaps.	1, 2, 3
Early oracy intervention and TA training - WELLCOMM	One to one/small group support for pupils under-achieving/under-attaining/ significant gaps.	1, 2



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

Budgeted cost: £29,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in English and mathematics. One-to-one tuition for identified pupils.	This enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups will provide support to under-attaining pupils and/or those who are underachieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Despite, EEF research demonstrating little impact from one to one, we have found that the additional support enables increased confidence and gains in learning which support classroom lessons.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 1:1 interventions with RWI lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2

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

Budgeted cost: £16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management and Team Teach approaches with the aim of continuing to maintain high standards of behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Visits to library, museum, art galleries, religious buildings etc.	EEF/Pupil Premium Awards research on the importance of experiential learning Wider research regarding the importance of building cultural capital Wellbeing evidence	4, 5



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After school sporting club to be offered linked to Sports Premium planning.	Sports Council. Links to Sports Premium Plan School knowledge of the importance of sporting experiences in our local community - Halton School Games and KSE competitions linked to the PE curriculum.	4, 5
ELSA pastoral support programme. Mental Health Lead - DFE accredited funding.	DFE, Mental Health Support Team, in school evidence	5
Attendance at Breakfast Club offered to children who are pupil premium eligible if required.	Breakfast clubs reduce the stress of the morning routine for families and children. They can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school.	5
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.	1, 2, 3, 4, 5

Total budgeted cost: £13,000

Externally provided programmes

Included are the names of any non-DfE programmes that we used our pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables RockStars	Maths Circle Ltd
Spelling Shed	EdShed
Letter Join	Structural Learning
Read, Write Inc	Ruth Miskin