

Pupil premium strategy statement

Pennington C of E Primary 2022-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
First review date	September 2023
Next review	September 2024
Statement authorised by	Helen Storey
Pupil premium lead	Erin Muir
Governor / Trustee lead	Hilary Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280+12650 =35930
Recovery premium funding allocation this academic year	£543,75 + £761,25 = £1304.90
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£37,234.90

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.

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 excel. 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

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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

2	Assessments show that disadvantaged pupils achieve less well in reading, writing and maths
3	Lack of family resources to support life experiences.
4	A greater percentage of disadvantaged pupils require wellbeing support to manage emotions so that they can flourish.
5	Parents need access to support enabling them to support their child's development.
6	Increase in absence for disadvantaged children

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 phonic knowledge and reading fluency in disadvantaged pupils	Regular Little Wandle phonics assessments and observations indicate significantly improved phonic knowledge and reading fluency in disadvantaged pupils.
Improved reading, writing and maths attainment and progress among disadvantaged pupils.	Pupil progress data shows improved outcomes and progress for disadvantaged pupils in core subjects Regular end of unit writing assessments and KS1 and 2 writing outcomes show a higher percentage of disadvantaged pupils meeting the expected standard.
Disadvantaged children have increased access to more life experiences	Provision of additional resources to support families with resources required such as I pads, laptops, school trips, extra-curricular activities,
To improve wellbeing and mental health of disadvantaged children.	Access to full- time school learning mentor with ELSA training/ 1:1 or small group counselling support/ Kidsafe. Increased wellbeing resources such as Kapow.
Parents feel supported by school staff and are signposted to other agencies who can help them to support their child.	Parents have good access to quality support and resources that improve mental health and wellbeing so that children are better supported.
Improved attendance	Children's attendance percentages increase

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: **£ 16,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new writing scheme Pathways to Write and Pathways to Spell consisting of materials and CPD training for staff	Research into best English schemes to support writing which showed good curriculum coverage and rapid progress across school	2
Increase grammar and punctuation resources to enable children to achieve better outcomes	Link spelling to Pathways to Write.(a progressive, active spelling programme)	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
Review of current Maths scheme, time for subject leader to research schemes and trial followed by purchase of White Rose Maths Scheme, INSET training and supporting concrete resources	Research into best practice in primary maths and supporting schemes. Conversations with other local and national schools and study of their end of key stage results	2
Access to wide range of relevant CPD for staff via Schoot online platform	The national college advocate that CPD is a way to ensure teachers skills and knowledge remain current and in line with the latest statutory guidance	1,2,4
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved	5

<p>Funding of Learning Mentor and training in ELSA (Emotional Literacy Support Assistant)</p> <p>Kidsafe training and online Schoot training</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new phonics scheme plus training and resources for each TA delivering interventions to disadvantaged pupils	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of reading Fluency materials linked to Little Wandle	Fluency is the next step	1
The purchase of Number Stax Maths intervention material and TA to teach the programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support available for disadvantaged families to access after school clubs, school trips and residential trips and other experiences	There is extensive evidence that supports the development of the whole child beyond academic experiences	3
Learning Mentor to provide individual and group support for pupils and parents to improve their wellbeing and mental health	<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>EEF states that it is crucial to engage with parents to avoid widening attainment gaps. Strategies are typically more effective with very young children.</p>	4,5
Access to Kapow PSHE curriculum and wellbeing resources	Systematic a regular teaching of wellbeing and personal, social and health education will lead to progression in knowledge and skills	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Letter provided to parents with request for leave forms</p> <p>This will involve training for Learning mentor</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 37,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics and reading fluency

Results for Year 1 and Reception have increased from previous years and Year 1 phonics screening results are above the national

93% of children in Yr 1 / 97% in Year 2 achieved the phonics screening pass in June 2023.

All PP children achieved the standard, 2/3 PP children received focused catch up lessons

97% in Year 2 achieved the phonics screening pass in June 2023. The one PP child who did not pass in Yr 1, passed in Yr 2 after focus intervention

In addition the school has a clear knowledge of children who are still not confident in phonics in KS2.

All PP children increased their reading fluency

Teaching observations and teaching resources clearly demonstrate the explicit teaching of vocabulary across the school. Children speak confidently in lessons. Book scrutiny demonstrates children using a range of vocabulary. Reading standard at the end of KS2 2022 was 96%, in the highest 10%.

Attainment and progress KS 1 and 2 (Reading, Writing and Maths) 22/23

10/19 PP children achieved age related expectations in reading (19/19 made expected or better progress)

7/19 PP children achieved age related expectations in writing (19/19 made expected or better progress)

10/19 PP children achieved age related expectations in Maths (19/19 made expected or better progress)

Life Experiences

School trips and residential trips have been subsidised or paid for for those PP children whose parents ask for support (75%) resulting in many new experiences, confidence, collaboration and cultural growth.

Mental Health and Wellbeing

Mrs Wright (Senior Learning Mentor) had regular catch up meetings with all PP children ensuring that they feel valued and supported in class. 100% PP children value time with Mrs Wright.

She also encourages participation in after school clubs with partial success.

Parental Support

The SPACE programme was offered to all PP parents for help with emotional trauma. It was a challenge to engage parents on the programme.

Attendance

6 /24 PP children were persistent absentees. Attendance for PP children was 92%. We are supporting parental mental health in at least two of those families. Unauthorised holidays taken in term time affect this figure.