

# Pupil premium strategy statement – Poulton St Chad’s C of E Primary School



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   | 242                                  |
| Proportion (%) of pupil premium eligible pupils  | 10.3%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023–24<br>2024–25<br>2025–26        |
| Date this statement was published  | March 2024                           |
| Date on which it will be reviewed  | March 2025                           |
| Statement authorised by  | Nicole Bitsakaki<br>Headteacher      |
| Pupil premium lead   | Matt Blackburn<br>Deputy Headteacher |
| Governor / Trustee lead  | Mrs R Hayton                         |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £33,015 |
| Recovery premium funding allocation this academic year<br><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      |
| <b>Total budget for this academic year</b><br><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> | £33,015 |

|  |         |
|--|---------|
| <b>Proportion of pupils eligible for Pupil Premium</b> | 10%     |
| <b>Pupil Premium Spent this year</b>                   | £25,989 |
| <b>Pupil Premium Funding to be carried forward</b>     | £7,026  |

## Part A: Pupil premium strategy plan

### Statement of intent

At Poulton St Chad's CofE Primary School we strive to ensure the best possible outcomes for all our pupils – regardless of their start in life and home circumstance. We firmly believe that each child deserves the best education in order to achieve the success in opportunities that life presents to them. We recognise that children do not all have the same start in life and it is important that all staff understand that. Pupil Premium funding in school allows us to provide children with additional support, whether that be with teaching and learning in class or opportunities in the wider curriculum. Ultimately, our aim is to ensure that disadvantaged pupils are given the same opportunities as their peers and because of this, are able to make progress in line with their peers.

At Poulton St Chad's we ensure that quality-first teaching is at the heart of everything we do. As part of this, we ensure that disadvantaged children are presented with high quality learning opportunities in and out of the classroom on a daily basis. We also aim to ensure that good or better progress is made and celebrated, and that attainment is not the sole focus.

In addition to quality-first teaching, we aim to give all children targeted support, whether this be academic or social and emotional. Here at Poulton St Chad's we can currently rely on experienced and enthusiastic support staff who are skilled at tailoring the learning to the needs of individual children, whether this be in class support or in support groups. We are also supported by Family Support Worker who is again very skilled at identifying the social and emotional needs (in addition to the teaching and support staff) of the children and putting appropriate and purposeful support in place for these children. We feel it is important to ensure we are providing the children that may not have the same level of support from home that other children benefit from, the nurture that they require, in addition to academic support they receive.

We will ensure that disadvantaged pupils are challenged appropriately in the tasks that they are set, given their individual starting points. We will be proactive when identifying the needs of the children in order to act and intervene at the earliest opportunity. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils: their attainment, progress, social and emotional health and involvement in the curriculum and wider opportunities.

Finally, we are mindful when considering wider strategies for disadvantaged children. At Poulton St Chad's CofE Primary School, we carefully consider the attendance of disadvantaged children. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on

encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities and also having access to our family learning support mentor to encourage and support good attendance in school. We are also committed to offering a range of extra-curricular clubs for all pupils. In addition to this, the children in receipt of Pupil Premium are offered opportunities to attend a range of clubs, events, trips and opportunities out of school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attendance and punctuality of children in receipt of Pupil Premium continues to be low. Whilst action has been taken to rectify this, 66% of those in receipt on Pupil Premium have an attendance that falls below the school target. This leads to a loss of learning time and further gaps in knowledge.        |
| 2                | Outcomes in relation to progress and attainment. It is important to analyse attainment data for all children within school but it is more pertinent to also analyse progress data to ensure that those in receipt of Pupil Premium are making good or better progress, even if there are gaps in their knowledge. |
| 3                | Lack of engagement with home learning tasks. This includes parental support with tasks such as reading, spellings and mathematics tasks in addition to creative tasks from a broad and balanced curriculum.   |
| 4                | Issues with social, emotional and mental health. There continues to be an influx of parents coming into school asking for additional support in one or more of the areas above. This is particularly prominent in EYFS and appears to be one of the long-term impacts of the Covid pandemic.                      |
| 5                | Pupils with significant gaps in knowledge and learning require specific support and intervention in order to try and 'close the gap' and make good or better progress.  |
| 6                | Aspirations of children and families. Some of these children and families have low self-esteem, which can lead to them setting themselves low goals to achieve in the immediate future and later in life. This can be echoed by parents, creating a cycle of low aspiration.                                      |

## 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>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p> | <p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding and bring their attendance closer to school target of 98%. (Currently at 89%)</p> <p>Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.</p> |
| <p>Quality First Teaching supported by evidence informed CPD for teachers and support staff.</p>   | <p>Pupil Premium children make accelerated progress in English and Mathematics with the intention of them achieving age related expectations.</p> <p>Progress to be shared with SLT at termly Pupil Progress meetings.</p>   |
| <p>Targeted academic support providing effective, specific and timely intervention programmes.</p>   | <p>Teacher assessments will evidence that gaps in learning will have been addressed through targeted in-class, small group and 1:1 intervention. Catch up session to be carried out by support staff in group and individual cases.</p>  |
| <p>To ensure our most vulnerable pupils have opportunities to access a wider curriculum</p>  | <p>Our disadvantaged pupils will attend extra-curricular activities within and outside of school. Important that children get to access clubs and opportunities that they may not get outside of school.</p>   |
| <p>To ensure our most vulnerable pupils (and parents) have opportunities to discuss emotional, social and mental health</p>  | <p>Family Support Worker available to work in groups and 1-1 cases with children. FSW also offer opportunity for parent drop-in.</p>   |

## 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.

### Pupil Premium activity and expenditure for Teaching (for example, CPD, recruitment and retention)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed | Cost  |
|--|--|-------------------------------|---|
| <p>We have focused on the role played by discussion in the classroom – supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Further developments and monitoring needed in English as this appears to be a weaker area than Maths currently.</p>                  | <p>EEF Toolkit: High Quality Teaching: ‘The best available evidence indicates that great teaching is the most important lever schools have to increase pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>                        | <p>2</p> <p>5</p> <p>6</p>    | <p>Funded through English subject leader budget/CPD budget rather than Pupil Premium</p>  |
| <p>There has been further development of a Maths Mastery approach supported by Power Maths scheme which was introduced in the previous academic year.</p> <p>This is now well embedded in school and observations and SLT monitoring show that real progress is being made in this area of the curriculum.</p> | <p>EEF Research: Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths. Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p> | <p>2</p> <p>5</p> <p>6</p>    | <p>Allocated Pupil Premium Funds in previous year.</p> <p>Funded through Mathematics and resources budget this academic year.</p>           |
| <p>There have been attempts to develop provision to meet the needs of all groups through adaptive teaching, internal CPD and the purchase of resources to support adaption.</p> <p>Further focus to be given to this throughout the upcoming year, given new staffing and subject leaders.</p>                 | <p>Evidence as above.</p>  | <p>2</p> <p>5</p> <p>6</p>    | <p>Focus in current academic year. Funds to be allocated from subject leader budgets, e.g manipulatives for Mathematics resource boxes.</p> |

## Pupil Premium activity and expenditure for Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed   | Cost   |
|--|--|---------------------------------|--|
| <p>Staff have had training on setting effective targets for children with IEPs (now Pupil Passports) and EHC (through targeting support plan). This has been built into staff meeting allocation.</p> <p><i>This appears to have had positive impact. PP leader to monitor interventions impact on pupil's progress. Further development of this in upcoming months.</i></p> | <p>SEN Support: A rapid evidence assessment research report' – DFE July 2017</p>   | <p>2<br/>5<br/>3<br/><br/>4</p> | <p>Funded through staffing budget and SEN allowance rather than Pupil Premium.</p>         |
| <p>Nature and Nurture group to be run once per week by a highly skilled member of support staff. This is available for all KS2 children, with specific focus on PP children.</p> <p><i>This was a fantastic opportunity for children and this ran throughout the first half of 23/24 school year though not currently available due to staffing changes.</i></p>             | <p>UK Parliament: Evidence on Children and Young People's Mental Health:</p> <p>'Nurture groups have been proven to achieve improvements in the social, emotional and behavioural skills of children, as well as to deliver improvements in attainment, attendance and resiliency. promoting children's emotional wellbeing, building resilience and establishing and promoting good mental health.'</p> | <p>1<br/><br/>4<br/><br/>6</p>  | <p>Funded through staffing budget, allocating TA from classroom into a separate group.</p> |
| <p>Small group catch-up sessions before school delivered by teaching staff and support staff. Each group has access to 30 minutes of support per week.</p> <p><i>Data shows that these children are making good progress. Introduction of precision teaching as of Summer 24 will further enhance this.</i></p>  | <p>EEF – Making best use of teaching assistants</p> <p>Expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p>  | <p>2<br/><br/>5</p>             | <p>Additional TA hours. No extra cost for teacher commitments.</p>                         |

## Pupil Premium activity and expenditure for Wider strategies (related to attendance, behaviour, wellbeing, extra curricular opportunities)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed       | Cost   |
|---|--|-------------------------------------|--|
| <p>We have worked tirelessly to Identify children with additional behavioural, social and emotional needs. Family Support Worker has been working alongside children in class as well as delivering carefully planned small group or 1:1 sessions to address individual needs. FWS has also led parental drop-ins session for one hour a week for parents struggling with social, emotional and mental health needs.</p> <p>I believe that this role within school is vital and provides massive support to children and families who are most vulnerable. The FSW worked tirelessly to support those who needed additional support as well as being a key member in the schools safeguarding team. It is unfortunate that the previous FSW has left the role after 12 months in the post but SLT are confident in the upcoming appointment to fill this vacancy.</p> | <p>EEF - 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</p> | <p>4</p> <p>1</p> <p>4</p> <p>1</p> | <p>Family Support Worker Salary</p> <p>£17,185.13</p>                                  |
| <p>We have attempted to build and foster strong relationships with parents and carers with further exploration of views and opinions through online questionnaires about school life.</p> <p><b>This began well but has been impacted by staff absence.</b></p>   | <p>EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to engage with all parents to avoid widening attainment gaps.</p>   | <p>3</p> <p>4</p> <p>6</p>          | <p>No additional Pupil Premium Cost. Funds allocated from staffing (Media Manager)</p> |
| <p>We have implemented well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>This has been successful in the current EYFS cohort where Covid disrupted their nursery years, massively impacting their social and emotional ability. Counselling in EYFS for those children identified as struggling has been well received by staff and parents</p>  | <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>Education Endowment Foundation: Support for schools - School-improvement-planning -3-wider-strategies</p>  | <p>4</p> <p>1</p> <p>6</p>          | <p>Counselling for children EYFS children through New Start Ltd.</p> <p>£1080.00</p>   |

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 6 data 2022-2023: (5 children in receipt of PP funding)

- For Reading, 40% of PP children were working at ARE or above. (20% meeting ARE and 20% GD)
- For Writing, 20% of PP children were working at ARE.
- For Maths, 20% of PP children were working at ARE or above. (20% achieved GD)
- For GPS, 20% of PP children were working at ARE or above. (20% achieved GD)
- For Science, 82% of PP children were working at ARE or above.

#### Evaluating Previous Intended Outcomes

**1. To monitor attendance/punctuality of pupils receiving PP.**

Progress has been made in this area but PP attendance still falls below school targets and below those not in receipt on PP. This is to remain an area of focus as seen in this new statement.

**2. To monitor the progress made by pupils in receipt of PP, given their individual starting points.**

Some progress made in this area. School now has robust measures in place to track progress as well as attainment. PP Lead to monitor progress of PP children going forward in collaboration with Assessment Lead.

**3. To monitor the quality of provision for PP children**

Quality provision is now in place for these children and will continue to be so in the current PP Strategy. Important to keep reviewing the quality of provision PP children receive and update and adapt strategy at annual review.

**4. To oversee the provision of the wider curriculum to pupils in receipt of PP**

Many opportunities are given to ALL children (including PP) to access a broad and balanced curriculum and explore the wider curriculum. Ensure that these opportunities remain in place and are evaluated for effectiveness in preparation for annual review of strategy.

## 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 |
|-----------|----------|
|           |          |
|           |          |