

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 2024-25

Detail	Data
Number of pupils in school	202
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
Second review date	September 2024
Next review	September 2025
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	£28,120+12,850 =40,970
Recovery premium funding allocation this academic year	TBC
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£40,970 +

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: **£ 13,000 (estimated)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up phonics sessions for Reception and KS 1 children and those children who continue to need further input into KS2	Since we introduced Little Wandle and regular catch up sessions, the percentage of children who pass the phonics screening check has increased from 93 to 100%. We will continue to carefully monitor children's progress and implement the scheme and catch up sessions into KS2. Fluency assessments also in place and catch up fluency with TAs	2
Purchase of new spelling scheme Pathways to Spell	Following success of Little Wandle phonics and catch up sessions, the regular use of Pathways to Spell is beginning to have a positive impact on spelling.	2
Increase grammar and punctuation resources to enable children to achieve better outcomes	Additional STILE resources (dyslexia friendly interactive activities), interactive punctuation and systematic handwriting sessions introduced	2
Continued investment in 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
Use of Mastering Number from Rec- Year 2	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 National College 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. Promotes discussion amongst staff and leads to change in practice in line with latest research.	1,2,3, 4
Improve the quality of social and emotional (SEL) learning. Funding of Pastoral Lead and training in ELSA (Emotional Literacy Support Assistant) Kidsafe training and online Schoot training	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£ 10,000 (estimated)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up phonics sessions for Reception and KS 1 children and those children who continue to need further input into KS2	Since we introduced Little Wandle and regular catch up sessions, the percentage of children who pass the phonics screening check has increased from 93 to 100%. We will continue to carefully monitor children's progress and implement the scheme and catch up sessions into KS2. Fluency assessments also in place and catch up fluency with TAs	2
Purchase of reading Fluency materials linked to Little Wandle	Fluency is the next step in developing reading, phonics, fluency, comprehension	1
In school Number Stacks and after- school maths interventions for pupils whose has plateaued	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:	2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,000 (estimated)

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	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): EEF states that it is crucial to engage with parents to avoid widening attainment gaps. Strategies are typically more effective with very young children.	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
Introduction of Dog Therapy sessions	Evidence suggests that anxious children and those who do not have pets can benefit from interaction with a dog. Development of confidence and self-esteem as the dog follows children's instructions and settles allowing them to work calmly	4
Yokids sessions	Yokids provides calm and space and encourages children to breathe and reflect, better	4

	wellbeing leads to focused learners	
Learning Mentor to lead playtime buddies responsible for ensuring all children have someone to play with at breaktime	Having a member of staff on duty supported by well trained and caring children has an impacts on quality of play. Quality of playtimes impacts on quality of learning in lesson times. (OPAL research)	4
Increased opportunities for outdoor learning and improvement in playtime provision	Research shows learning outdoors has many benefits including developing spirituality and emotional wellbeing	2,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Letter provided to parents with request for leave forms This will involve training for Learning mentor	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 40,000 (estimated)

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 have been above the national for 3 years.

100% of children in Yr 1 / 97% in Year 2 achieved the phonics screening pass in June 2024.

All PP children achieved the standard.

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 an increasing range of punctuation with accuracy. Reading standard has been consistently above national for the last 2 years.

KS 1 children completed optional SATs and 80% of children achieved the expected standard in reading and maths. An increasing number are achieving the expected standard in writing.

Attainment and progress KS 1 and 2 (Reading, Writing and Maths) 23/24

18/23 PP children achieved age related expectations in reading (21/23 made expected or better progress)

12/23 PP children achieved age related expectations in writing (20/23 made expected or better progress)

15/23 PP children achieved age related expectations in Maths (22/23 made expected or better progress)

Life Experiences

School trips and residential trips have been subsidised or paid 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 (Pastoral Lead) 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 arranged for dog therapy and a number of additional support sessions including drama and singing for confidence for Yr 6 children.

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

Parental Support

Following the success of the SPACE programme which was offered to all PP parents for help with emotional trauma parents were offered further support through the ACES programme. Unfortunately due to a lack of response, the course was not able to go ahead. It was a challenge to engage parents on the programme.

Attendance

3/23 PP children were persistent absentees. Attendance for PP children was 93%. We are supporting parental mental health in at least two of those families. Unauthorised holidays taken in term time affect this figure.