

Pupil premium strategy statement – Prees C.E Primary School and Nursery

This statement details our school’s use of pupil 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	174
Proportion (%) of pupil premium eligible pupils	24.1%
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)	September 2023 to August 2026 (3 year strategy)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Brayford
Pupil premium lead	Nicola Brayford
Governor / Trustee lead	Marjory Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,110
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£61,110

Part A: Pupil premium strategy plan

Statement of intent

Prees C.E. Primary School and Nursery welcomes all children.

Our distinctive Christian ethos facilitates the well-being and best quality education for each child. Our children achieve the fullness of life through discovering and developing their talents.

Positive achievement for all our children is promoted through the Christian values of friendship, trust, respect, honesty, kindness and generosity enabling each child to develop healthy self-esteem, and attitudes of mutual respect and responsibility.

As a school, everyone works towards positive and realistic goals. High priority is given to strong links between the school, home, church and community.

Through all these, we believe our school is distinguished by the quality of care for everyone.

Our vision for our school is:

- We are a caring, supportive village school; underpinned by Christian values.
- We encourage all children to shine in a nurturing, creative environment.
- We foster, within our children, a love of learning and a confidence in their
- own abilities.

Targeted support for each child is given and reviewed on at least a termly basis. All staff are aware of children's plans and work together with families to give children the best possible start.

We have a tiered approach to pupil premium funding. This balanced approach helps us to improve teaching, provide targeted academic support and use wider strategies to support inclusion, equality of opportunity and in turn better outcomes for children.

Tier one – advance equality of opportunity.

Tier two – improve teaching.

Tier three – targeted academic support. Support is given so that all children, irrespective of background or the challenges they face, make good progress and achieve at least expected attainment across all subject areas. Support is provided for all children including those who are already high attainers,

It is imperative that we act early to intervene at a point when a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Overall, disadvantaged children are not attaining as well as 'other' children in the core subjects.
2	Loss of learning due to two lockdowns.
3	Some children have social and emotional needs that impact on relationships, learning and progress. Lower academic aspiration inhibit progress.
4	Lower frequency of reading at home which leads to reduced literacy levels. Lower frequency of mathematic practice at home which leads to reduced numeracy levels
5	Attendance issues which impacts on progress and engagement in learning.
6	Emotional health and well-being.
7	Disparity between the opportunities some children in receipt of pupil Premium on the register have to experience school life, e.g. attend residential visits; clubs; play instruments etc.
8	Vocabulary deficit, which leads to general underachievement in all subjects, particularly reading and writing.

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
To ensure that KS 2 progress meets at least national expectation by July 2023 in reading, writing and GPS	Achieve expected levels in internal school data for reading, writing and GPS.
To ensure that KS 2 progress meets at least national expectation by July 2023 in maths.	To ensure KS2 progress reaches at least national expectations in mathematics by July 2022. Achieve national average progress scores in KS2 mathematics. Achieve expected levels in internal school data for mathematics.
Children will have a positive attitude to school and learning.	High engagement with families. Children accessing the wider curriculum enrichment opportunities. Attainment of children in receipt of Pupil premium demonstrate individual progress over time.

	Well-being will continue to grow with some children accessing 'Life Shed' and Elsa support.
To target the individual needs of the children so that they can access the whole curriculum.	Pastoral support addresses barriers to learning. Engagement with families is positive and consistent. All children make progress from their starting point.
To achieve and sustain well-being as the children move into school.	On entry parent/carers meetings with families established. Liaison with home and previous settings robust. Families made aware of policies and school practice on entry to school.
To develop the children's resilience to allow them to become more successful learners. To develop their ability to reflect and evaluate their own learning.	Improvements seen in the learning behaviours demonstrated by the children are evident through observations and pupil voice. Support children to develop metacognition strategies and a growth mindset. Children show that they are resilient and able to learn from mistakes. Children's attitudes to their education are positive. They are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.
Improve opportunities and life experiences for disadvantaged children so that there is parity with their peers. School will deliver an engaging, broad and varied curriculum.	Children have the opportunity to participate in extra-curricular activities and wider school life e.g trips, music tuition, clubs and residential visits. Children are equipped for school in order to fully access the whole curriculum. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Activity in this academic year

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

Teaching

Budgeted cost: £15,300

Activity	Evidence that supports this approach	Challenge number addressed
<p>Improve the quality of teaching and learning in reading, writing and GPS. Work with English lead to develop high quality first teaching in English. Pupil progress meetings are used to identify gaps in children's learning. Daily spelling and handwriting lessons. Encourage wider reading, ensure that children have access to a broad range of texts. Purchase of Guided Reading books to support engagement and delivery of lessons.</p> <p style="text-align: right;">£6,000</p>	<p>The reading framework EEF Toolkit: Mastery Learning +5; metacognition and self regulation +7; feedback +8; collaborative learning +5; Oral Language Interventions 6+. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 7 8</p>
<p>Quality first teaching of mathematics using a mastery approach tailored to the school's needs. Work with the Trust's Maths specialist to develop a mastery approach. High quality assessment of what children have and have not learned, pupil progress meetings to identify gaps in knowledge.</p> <p style="text-align: right;">£6,000</p>	<p>EEF Toolkit: Mastery Learning +5; meta- cognition and self- regulation +7;</p>	<p>1 2 7 8</p>
<p>Develop planning of blocks of learning to develop Retention of key concepts. Pupil progress meetings are used to identify gaps in pupil's learning. Maths – keep revisiting key concepts to develop fluency and recall.</p> <p style="text-align: right;">£2,000</p>	<p>+8; collaborative learning +5; Peer tutoring +5. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 7 8</p>
<p>High quality assessment of what children have And have not learned; gap analysis from previous year. NFER and PIRA tests completed each term. Pupil Progress meetings used to identify gaps in children's learning.</p> <p style="text-align: right;">£1300</p>	<p>EEF Toolkit: Mastery Learning +5; metacognition and self regulation +7; feedback +8</p>	<p>1 2 7 8</p>

Targeted Academic Support

Budgeted cost: £39,800

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Targeted English and mathematic interventions – depending on the needs of the child. Using 100% of the recovery funding and the remaining £1,680 from pupil premium funding. Targeted support will include small group tuition and 1 to 1 support where required.</p> <p style="text-align: right;">£5,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4; one to one tuition +5; reading comprehension strategies +6</p>	<p>1 2</p>
<p>Ensure effective use of TAs to support interventions. Additional teaching assistant support for pupils in the classroom, including those who have issues around self-esteem. TAs will also run intervention programmes based on class needs.</p> <p style="text-align: right;">£22,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4 and one to one tuition +5.</p>	<p>1 2 3 4</p>
<p>Training provided for staff to ensure consistency of approach in developing children’s phonic knowledge.</p> <p>Beanstalk reading sessions – the children will receive 2 1-1 sessions per week.</p> <p>Target Talk Boost sessions to develop vocabulary.</p> <p style="text-align: right;">£6,000</p>	<p>Small group +4 and one to one tuition +5; Phonics +5. Teaching of Phonics EEF</p>	<p>1 7 8</p>
<p>Reading the Game - Children will participate in additional literacy lessons and a football skills session.</p> <p style="text-align: right;">£1,500</p>	<p>Attainment and progress. EEF Toolkit: feedback +8; small group tuition +4; reading comprehension strategies +6.</p>	<p>1 2 5 6 7</p>
<p>Purchase resources to support the children’s learning or social development. These will include reading materials to inspire a love of reading for children who are reluctant</p> <p>e.g. First News / Storytime magazine.</p> <p style="text-align: right;">£5,300</p>	<p>Attainment and progress. EEF Toolkit: mastery learning +5.</p> <p>EEF Toolkit: aspiration interventions. Enrichment activities promote children’s emotional development and inspire a love of reading.</p>	<p>1 2 3 4 5 6 7 8</p>

Wider strategy:

Budgeted cost: £6,860

Activity	Evidence that supports this approach	Challenge number addressed
Financial assistance to families to pay for school visits. £1,100	EEF Toolkit: outdoor learning +4 and social and emotional learning +4; Extending School Time +3.	3 6 7 8
Provision of pastoral support through interventions such as 'Elsa' £3,000	EEF Toolkit: social and emotional learning +4;	3 6
Attendance support through regular meetings with the EWO (educational welfare officer) £300	EEF Toolkit: Parental engagement +3.	3
Promoting emotional and health and well-being. Support offered at whole class level through to targeted support when required. £ 700	EEF Toolkit: social and emotional learning +4.	3 6
Engaging families – time with staff £1,000	EEF Toolkit: parental engagement +4	3 6
Help purchasing uniform £ 760	EEF Toolkit: social and emotional learning +4; Parental engagement +3.	7

Total budgeted cost: £ £61,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality First Teaching:

Through the use of NFER and teacher assessment, gaps were identified to ensure that teachers built this into their teaching, enabling pupils to close the gaps.

Attainment at the end of KS2 Year 6 for all pupils 2023 was:

	National	School
Reading	74%	70%
Writing	72%	73%
Mathematics	73%	82%
Attainment at GPS	72%	88%
RWM combined	61%	64%

For the disadvantaged pupils (12 registered with 11 completing the year) the outcomes were:

	National	PP outcomes
Reading	74%	54%
Writing	72%	54%
Mathematics	73%	54%
Attainment at GPS		90%

End of Summer 2024 data for PP children in other year groups:

Year	Number of PP	Reading	Writing	Mathematics
R	6	33% GLD	33% GLD	33% GLD
1	9	22% EXP	11% EXP	22% EXP
2	9	77% EXP	66% EXP	77% EXP
3	6	15% GD	16% EXP	33% EXP
4	9	66% of which 11% GD	55% EXP	100% EXP with 11% GD
5	5	60% EXP of which 20% GD	60% EXP	60% EXP

Data indicates that there remains a gap between the outcomes of disadvantaged pupils compared to non-disadvantaged in some year groups more than others.

Data indicates that from their starting points, children in receipt of PP are making expected progress.

For the year ahead, a review of writing is to be undertaken to explore what can be done to develop and improve outcomes for written work for all pupils, but notably those in receipt of PP.

A focus in reading, writing and mathematics this year as a whole school on higher attaining pupils will seek to address the proportion of children in receipt of PP who may be able to obtain GD to bring it more in line with national data.

Some impact can be noted of improved outcomes for children with PP in mathematics. Through analysis of papers and talk with staff, children's understanding of problem solving techniques remains an area for which development is needed to ensure PP children obtain in line with national data and those not in receipt of PP.

Two members of staff attended Mastering Number training for KS2 to develop pedagogy and practice for teaching multiplicative facts in KS2. 2 PP children from each cohort were tracked as part of this programme.

Wellcom assessment and intervention was a notable success of the year. Children across Nursery, Reception and Year 1 were closely screened and weekly intervention was put in place to support these children's speech and language. This will continue for the year ahead.

Curriculum planning has been refined this year to ensure there is an increased focus on core skills and knowledge. All children in school (PP and not) have experienced the first cycle of this reviewed sequence. Teaching staff have started to work together to plan to ensure coherent sequences of lessons with knowledge at their heart.

Wider strategies

Financial support

Parents and carers of children in receipt of PP were offered financial support to attend the residential in July 2024. 86% of children in Y6 in receipt of PP chose to attend.

Provision for children to utilise money from their PP allowance to support payment for school trips within school has meant that all PP children have been able to attend additional out of school visits to further enhance their curriculum provision.

Money for uniform has been provided to support PP families who require it;

Attendance and additional support

We have continued to work closely with the EWO to support families in need. At the end of the summer term, attendance for children with PP was 92.3% attendance figures were analysed closely. Family meetings were held with persistently absent children to engage with families to ascertain if there was additional support school could put in place.

Our ELSA training member of staff has continued to work with children throughout the year. Ongoing training has ensured that the staff member is able to respond suitably to the diverse range of needs encountered.

Our Learning Mentor has continued to work with children to offer guidance and emotional support. This has at times been through structured, weekly meetings, and at other times, to support children's emotional regulation.

Seesaw has continued to be provided for all families in order to foster home-school links.

Our Learning Mentor establishes links with the wider school community to enable them to be a first point of contact for parents or carers wishing to seek support with their child/ren through informal discussions, signposting to Early Help, or support with paperwork and forms.

First news subscription continues to be well-received by children and allows some of our children to access world affairs and current content.

Staff contact parents to speak with them about potential homework issues and offer support with reading through increased one to one sessions with staff in school. The homework policy has been reviewed in light of parental feedback. In the year ahead, we will develop more project-based learning for the year ahead. Support offered to families in the form of homework club and support from school staff for resources.

Clubs:

All children in receipt of PP are offered one after school club a week. This enables children to access wider curriculum offers. As a result of many of our PP children travelling home by school bus, attendance at these is less popular.

Externally provided programmes

Programme	Provider
Emotional support and regulation to help develop self-esteem and well-being	Life-Shed
One to One musical tuition	Shropshire Music Service

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

We currently have no children in receipt of PP for Services.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.