

# Pupil premium strategy statement – Prees C.E Primary School and Nursery 2024 - 2025

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	29.3% (51 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	September 2024 to August 2027 (3 year strategy)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£ 75,480.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
<b>Total budget for this academic year</b> <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>	£ 75,480.00

# 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 subjects 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	Some children have social and emotional needs that impact on relationships, learning and progress
3	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
4	Attendance issues which impacts on progress and engagement in learning.
5	Lower academic aspirations that inhibit progress.
6	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.
7	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 attainment meets at least national expectation by July 2025 in reading, writing and GPS	Achieve national average attainment scores in KS 2 reading, writing and GPS. Achieve expected levels in internal data for reading, writing and GPS.
To ensure that KS 2 attainment meets at least national expectation by July 2025 in maths.	Achieve national attainment 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. 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.

## Teaching

Budgeted cost: £18,300

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 6 7</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 6 7</p>
<p>Develop a broad and balanced curriculum which focuses on progress of knowledge and vocabulary in each subject.</p> <p style="text-align: right;">£2,000</p>	<p>EEF Toolkit: Mastery Learning +5; metacognition and self regulation +7; feedback +8.</p>	<p>1 2 6 7</p>
<p>Develop planning of blocks of learning to develop retention of key concepts and knowledge.            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;">£3,000</p>	<p>+8; collaborative learning +5; Peer tutoring +5. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 6 7</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 6 7</p>

## Targeted Academic Support

Budgeted cost: £47,800

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Targeted English and mathematic interventions – depending on the needs of the child. 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 7</p>
<p>Ensure effective use of TAs to support interventions. Additional teaching assistant support for children 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;">£26,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4 and one to one tuition +5.</p>	<p>1 2 3 4 5</p>
<p>Training provided for staff to ensure consistency of approach in developing children’s phonic knowledge.</p> <p>Dedicated teaching assistant time to hear targeted readers.</p> <p>Target Wellcom sessions to develop vocabulary.</p> <p style="text-align: right;">£10,000</p>	<p>Small group +4 and one to one tuition +5; Phonics +5. Teaching of Phonics EEF</p>	<p>1 3 6 7</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 3 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</p>

**Wider strategy:**

Budgeted cost: £9,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
Financial assistance to families to pay for school visits. £3,640	EEF Toolkit: outdoor learning +4 and social and emotional learning +4; Extending School Time +3.	2 5 6 7
Provision of pastoral support through interventions such as 'Elsa' £3,000	EEF Toolkit: social and emotional learning +4;	2 5
Attendance support through regular meetings with the EWO (educational welfare officer) £300	EEF Toolkit: Parental engagement +3.	2 4
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.	2 5
Engaging families – time with staff £1,000	EEF Toolkit: parental engagement +4	2 5
Help purchasing uniform £ 760	EEF Toolkit: social and emotional learning +4; Parental engagement +3.	6

**Total budgeted cost: £ 75,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Whole school reading, writing, maths data. Data assessed with NFER, PIRA assessments, teacher assessments (Writing and EYFS) and KS 1 and KS 2 SATs

	<b>PP – age related expectations</b>	<b>Non PP – age related expectations</b>	<b>Difference</b>
<b>Reading</b>	53% (29)	83% (94)	-30 (-65)
<b>Writing</b>	44% (24)	72% (81)	-28 (-57)
<b>Mathematics</b>	62% (34)	87% (98)	-25 (64)
<b>Combined</b>	38% (21)	67% (76)	-29 (-55)

### Key Stage 1 SATs – Teacher Assessed

	<b>PP – age related expectations</b>	<b>Non PP – age related expectations</b>	<b>Difference</b>
<b>Reading</b>	75% (6)	90% (19)	-25 (-13)
<b>Writing</b>	63% (5)	76% (16)	-13 (-11)
<b>Mathematics</b>	75% (6)	90% (19)	-25 (-13)
<b>Combined</b>	63% (5)	81% (17)	-6 (11)



## Key Stage 2 SATs – Teacher Assessed

	PP – age related expectations +	Non PP – age related expectations +	Difference
<b>Reading</b>	45% (5)	81% (18)	-36 (-13)
<b>Writing</b>	55% (6)	81% (18)	-26 (-12)
<b>Mathematics</b>	55% (6)	95% (21)	-40 (-15)
<b>Combined</b>	36% (4)	64% (14)	-28 (10)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Emotional support and regulation to help develop self-esteem and well-being	Life-Shed/Elsa/Learning Mentor
One to One musical tuition	Shropshire Music Service
Talk Boost Intervention	Ican.org.uk
SNIP spelling intervention	SNIP literacy
Self-funded 1:1 tuition	Prees CE Primary School
Times Tables Rockstars	Number Gym Software Ltd

## Service pupil premium funding

*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**

We have a very small number of service premium recipients and no parents have been deployed. The service premium is reserved for pastoral input when needed, but is not restricted to the £335 allocated per service child.

<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A