

# Pontesbury CE Primary School Pupil premium strategy statement



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	207
Proportion (%) of pupil premium eligible pupils	15%
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> )	1 year (Due to fluctuations in the number of pupils between years)
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tom Lowrie-Herz
Pupil premium lead	Tom Lowrie-Herz
Governor / Trustee lead	Ann Thorne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,187.50
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,519.17
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£58,706.67</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>	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Pontesbury CE Primary School, our aim is to ensure all pupils flourish, develop and grow and that they are supported in reaching their full potential.

We understand that pupils in receipt of Pupil Premium funding face particular barriers and we are committed to support pupils in overcoming these. Our aim is to raise attainment and progress of our Pupil premium children so that they can achieve their full potential.

At Pontesbury, we are seeing an increase in other barriers to learning (e.g. engagement, attending extra-curricular activities, pastoral needs, etc) that also have an impact on academic outcomes. Therefore, we have also sought to use Pupil Premium funding to overcome these potential issues.

### Challenges

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

Challenge number	Detail of challenge
1	Low levels of attainment and progress for pupils in receipt of pupil premium, especially in writing.
2	Emotional vulnerability of children in receipt of pupil premium.
3	Low attendance rates of some pupil premium pupils.
4	Parental engagement.
5	Additional costs limits access to extra-curricular clubs, educational visits, music tuition etc.
6	Additional costs limits access to ICT equipment which is required for learning at home (e.g. Bug Club Phonics, TTRS etc).

### 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
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Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting points.	80%+ make expected or better than expected progress in reading, writing and mathematics.
Pupils emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
Pupils attend school regularly.	Pupil attendance is in-line with peers.
Parents engage fully with the school thus promoting a positive outlook on learning and education.	Parental communication is effective. Parents attend parents' evenings. Parents support homework. Pupil attendance is in-line with peers.
All pupils have access and equal opportunities to participate in extra-curricular activity, trips & visits, and residential.	All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity. All pupils attend trips and visits. All pupils attend residential.
Disadvantaged pupils have access to the necessary IT equipment, internet and/or resources to carry out homework and/or home learning.	Pupils can complete homework. Pupils can access ICT programmes at home to further support their learning. KS1 pupils will access online reading resources through Bug Club Phonics.

## 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: £ 24,713.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
A focus in writing for all year groups as data last year showed a significant difference between PP and non-PP pupils' attainment.	Data shows that there is a significant gap between PP and non-PP pupils. A whole school focus will take place.	1

CPD for staff and teachers (internal and external). Subject specific and general (Quality First Teaching) including resources.	The EEF 'tiered model approach' promotes the use of Quality First Teaching in improving outcomes of pupils. <a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	The EEF provide evidence that 'Small group intervention and Teaching assistant interventions' can have an impact on pupils making progress and reaching their attainment targets. <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1
1:1 data meetings regarding PP to ensure that pupils are being monitored correctly and making progress.	The DfE guidance/research shows that specific teacher training impacts outcomes for pupils. The focus on pupils in receipt of PP funding will ensure correct intervention and scaffolding is provided. <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	1
Use of Accelerated Reader and Times Table Rock Stars.	Accelerated reader and Times Tables Rock Stars has proven popular in enthusing pupils to read/times tables practise. The EEF provides evidence for the impact of Accelerated reader. Accelerated reader and Times Tables Rock Stars also offer further tracking to monitor progress.	1, 6

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

Budgeted cost: £ 16,475.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group interventions. Either in-class support or 'out of lesson' support will be provided.	The EEF provide evidence that 'Small group intervention and Teaching assistant interventions' can have an impact on pupils making progress and reaching their attainment targets. <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1
ICT equipment provided	The EEF explains that ICT can impact positively on learning if a carefully considered approach is implemented.	1, 6

	<a href="#">EEF Digital Technology Summary of Recommendations.pdf</a> Further to this, the phonics programme requires ICT equipment to access e-books.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,452.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focus in assemblies	The DfE highlight 'The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.' The guidance explains how incentives can promote good attendance. <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	3
Parental engagement	EEF research shows that parental engagement considerably impacts progress and attainment. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Funding provided for extra-curricular activities (e.g. music tuition).	EEF research indicates that providing before school breakfast / after-school clubs at a reduced cost can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	3, 5
Wrap-around care cost reduction. <i>If requested.</i>	EEF research indicates that providing before-school breakfast / after-school clubs at a reduced cost can benefit pupils, by improving concentration, behaviour and progress.	3, 5
After school clubs provided (1 internally provided per pupil per term.)	Providing children with a variety of enrichment activities is likely to have a positive impact on their holistic development as it may give them access to a new skill or opportunity, they may not have been exposed to enrichment opportunities, music lessons, Trips and visits previously. Furthermore, evidence suggests that enriching the curriculum with further learning opportunities beyond the	3, 5
Funding towards residential trips and educational visits.		3, 5

<i>If requested.</i>	<p>classroom will have a positive impact on overall attainment. The EEF study below suggests this impact could be up to 3 months progress, and therefore could positively contribute to closing the attainment gap for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>.</p> <p>The EEF research acknowledges the importance of sport in maintaining a fit and healthy body and mind and shows some impact on attainment and engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	
Pupils to have access to ELSA support.	Evidence suggests that children from disadvantaged backgrounds have weaker SEL skills at all ages which are linked with poorer mental health and lower academic attainment. School level and wider (specialist level) support is recognised as overcoming this.	2, 3
Use of further external pastoral support	<p><a href="https://educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3

**Total budgeted cost: £ 60,641.75 (overspend to be met by school budget**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils continued to be lower than their peers – particularly in writing.

Teacher training took place to improve consistency and quality first teaching. This has developed our reading, writing and non-core curriculum subjects to ensure consistency. This continues this year as it was felt that whilst this developed (2022-23), we need to fully implement and embed this practice in school.

TA hours are focused on academic and pastoral needs of pupils.

The use of a ELSA proved positive – particularly with an increase of pupils showing pastoral needs beyond the classroom.

With barriers to attendance still having an impact, this is an ongoing target for this year (2023-24) – see plan for further details.

### 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

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The premium was allocated to spend on pastoral support as the need arose.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in receipt of this premium received pastoral support – as requested by parents. Some pastoral support was provided internally and some provided externally from other sources.



## Further information (optional)

The school will also look to deploy additional IT resources (through tablets/laptops), or sought alternative provision if Wifi at home was an issue, to support any disadvantaged child to complete homework or home learning during any illness or enforced stay at home due to Medical Needs.

This is not dependent on pupil premium or recovery premium funding