

# Pupil Premium Strategy Statement

## Pensby Primary 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	240
Proportion (%) of pupil premium eligible pupils	13%
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> )	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Kirsty Wright
Pupil premium lead	Kirsty Wright
Governor / Trustee lead	Jennie Lawrence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<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>	£56,445

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### **Premium Provision and Interventions**

All our pupils have different needs, strengths and skills and this is reflected in the scope of method we deploy our Pupil Premium funding. Our provision encompasses both direct approaches to 'narrowing gaps' in learning and mental health needs as well as more creative interventions. All our approaches have a direct effect on academic achievement and enhance pupils' social and emotional well-being. We use our Pupil Premium funding to support individual pupils but this also impacts on the wider school wherever possible, as all pupils can then benefit from whole school initiatives that improve learning and opportunities for all. Specific interventions are planned on an individual, needs-led basis so some pupils could have multiple intervention support if this is what they need.

#### **Funding for the benefit of every child**

The ethos of Pensby Primary has always been inclusion for our pupils. Pupil Premium funding should, quite rightly, be targeted at eligible pupils. We do this but knowing our children and their needs we choose to deploy our resources (no matter how much they are constrained) to provide the best opportunities for all Pupil Premium and non-Pupil Premium children in all aspects of their school experience. Doing this ensures the children have a well-rounded, full and comprehensive school experience with success at many levels – academic, social, collaborative etc.

#### **Our ethos for reducing Educational Disadvantage**

Our school ethos is one of attainment for all. Our school encourages every child to "Reach for the Stars – Be amazing".

- There is a culture of high expectations for all pupils (OFSTED July 2022).
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Leaders, teachers and support staff understand their role within the school's pupil premium strategy.

#### **Addressing behaviour and attendance**

- Developing positive learning behaviours is an integral part of our curriculum and ethos. We are proud of the model all adults give to pupils in this respect.
- The school ensures effective behaviour management strategies are in place and adapted for pupils who need additional support. We are known for our skills in supporting pupils with complex needs including behaviour needs.

- Attendance is monitored regularly. We have utilised highly effective strategies to ensure that absence and lateness are minimised and acted upon. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
- Our Mental Health lead has ensured that all staff have the necessary training to recognise when a child and/or their family requires support. The Mental Health lead has secured specialist support for the school.

### **High quality teaching for all**

- The school is committed to providing high quality inclusive teaching for all and we expect all pupils to have equal teacher time.
- Timely and on-going assessment and feedback is used to maximise pupil progress and support high quality teaching and learning
- Teacher and support staff CPD is focused on securing strong subject and pedagogical knowledge, assessment and feedback. We base our plans and strategies on research models using the EEF as our main professional guidance alongside other research data. Highly trained leaders (NPQEL, NPQSL, NPQH etc.) are part of our school improvement team.

### **Meeting individual learning needs**

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Provision maps identify individual pupils' needs and the interventions they access to address barriers to learning. Our Graduated Response records tracks all pupils school experiences and their personal requirements.
- Individual support is provided to ensure pupils can benefit from enrichment opportunities, well-being support, and academic interventions to support improved progress and attainment.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented. Additional support is provided where required.

### **Data-driven**

- Teachers regularly track the progress of all pupils against individual objectives and assessment statements and use this information to adapt planning and plan intervention.
- The progress and attainment of disadvantaged pupils is discussed at all pupil progress meetings and at data drops. Actions are identified, implemented and regularly reviewed within each assessment phase.

### **Clear, responsive leadership**

- Leaders across the school set high aspirations and lead by example. They identify quickly any pupil who is at risk of falling behind and take swift action to address this.

Senior leaders meet to review the effectiveness of strategies at the end of each assessment phase. Termly communication with Governors on progress given and includes the effectiveness of the strategy. Deploying staff effectively.

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
- Resources and interventions are targeted to meet the specific needs of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Early assessments of children in the foundation stage have shown that pupils enter school with limited vocabulary. This can make it harder for children to express their ideas, engage in classroom discussion and access the full curriculum. This can lead to limited social interaction and confidence, which can reduce participation in group tasks and whole-class learning.
2	Assessments show that there are weaker decoding skills, which limits fluency and comprehension as pupils progress through the school. Age-appropriate texts are not accessed as easily or readily and this leads to lack of self-confidence and self-esteem for some children. This can also lead to difficulties in subjects beyond English where reading is essential. Reading for pleasure is hampered as there is reduced enjoyment and motivation to read, further limiting exposure to vocabulary and knowledge.
3	Assessments show limited early number recognition, counting and basic fluency. This can mean that pupils struggle with later mathematical concepts. Without secure foundations, pupils find it difficult to problem-solve or apply reasoning skills. Gaps widen quickly and those who fall behind early often struggle to catch up.
4	Data shows that persistently absent children frequently miss out on interventions that are planned to support learning needs. Pupils miss out on vital teaching time and gaps in knowledge accumulate, creating frustration and disengagement when they return. Absence also impacts friendships and the pupils' sense of belonging, which can lower self-esteem and confidence.
5	Early WELLCOMM assessments show that targeted support is required for some pupils. Without targeted support, these barriers can lead to long-term gaps in attainment and prevent access to further SEND assessments.

## 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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<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate improved oral language among disadvantaged pupils.</p> <p>Curriculum to be developed with oracy embedded into all areas of learning.</p> <p>Triangulated evidence such as pupil voice, book looks and observations show that language skills are moving to at least in line with peers.</p>
<p>Improved reading attainment among disadvantaged pupils. Specifically reading fluency by the end of Year 2 and reading attainment by the end of KS2</p>	<p>KS2 reading outcomes show that the gap between disadvantaged pupils and their peers has reduced and is at least in line with national data.</p> <p>Triangulated evidence such as assessment data, pupil voice, book looks and observations show that skills in fluency are improving which is impacting skills in comprehension.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show that the gap between disadvantaged pupils and their peers has reduced and is at least in line with national data.</p> <p>Triangulated evidence such as assessment data, pupil voice, book looks and observations show that skills in fluency are improving which is impacting skills in comprehension.</p>
<p>Improve well-being provision for all pupils, but particularly our disadvantaged pupils</p>	<p>Create a well-being team to support the mental health needs of the pupils:</p> <ul style="list-style-type: none"> <li>• ELSA trained TA to track data from pupil voice, aren't surveys and safeguarding concerns.</li> <li>• Lego Therapy to be introduced to reduce the number of children requiring CAMHS or ELSA support.</li> <li>• Next step training received by a further TA to again reduce the number of children requiring CAMHS or ELSA support.</li> <li>• Increase and support the number of pupils participating in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall unauthorised absence rate for all pupils being no more than 10%.</li> <li>• Attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

#### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Phonics, Fresh Start Phonics and Phonics Tracker</p> <p>£1,130</p>	<p>Read Write Inc. Phonics is a systematic synthetic phonics programme that teaches children letter–sound correspondence, blending, segmenting, and then reading texts composed of decodable words.</p> <p><a href="https://www.ruthmiskin.com/phonics/">https://www.ruthmiskin.com/phonics/</a>  <a href="https://www.ruthmiskin.com/fresh-start/">https://www.ruthmiskin.com/fresh-start/</a>  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> <p>Fresh Start is a catch-up intervention designed for older pupils who are still struggling with reading. It uses a phonics-based approach tailored to support children who have not fully acquired decoding skills. Resources purchased will be used with Y3-Y6 children and this support will be embedded into daily and weekly interventions.</p> <p>Access to Phonic Tracker enables phonics to be tracked from F2-Y2. Gaps in attainment inform teaching and interventions and all staff are trained in the use of this assessment and tracking tool.</p>	<p>1 and 2</p>
<p>Learning by Questions</p> <p>£1,850</p>	<p>Learning by Questions provides immediate feedback and data to teachers. Structured question-based learning tools has shown improved maths outcomes when used consistently as a checking, teaching and assessment tool.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Research by John Hattie on Visible Learning ranks questioning, feedback, and metacognition among the highest-impact strategies for progress. Children are able to improve their understanding when they reflect on their answers and see mistakes as part of their learning.</p> <p><a href="https://visible-learning.org/">https://visible-learning.org/</a></p>	<p>1 and 3</p>
<p>Power Maths</p> <p>£1,252.66</p> <p>£2,112</p>	<p>Power Maths follows the mastery approach for the teaching of maths. Rooted in the evidence-based research, it aims to build deep, sustainable understanding and mathematical confidence. Supported by White Rose, the curriculum is research-driven with each unit exploring the 5 big ideas for mastery.</p>	<p>1 and 3</p>

	<a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</a>	
Kelly Butler training Strong Foundations training and curriculum implementation EYFS £1,950	Establishing and embedding the Strong Foundations recommendations to secure language and communication and early literacy and maths foundations from a young age through play-based learning and strong teacher-child relationships. This ensures equity and inclusion from the start with the early identification and support for children with additional needs.  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>  <a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a>	1, 2 and 3

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

### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rebecca Pearson SALT provision, tutoring and 1:1 support  £7,920	Effective communication skills are fundamental to a child's overall success, impacting their learning, emotional wellbeing and future academic and career prospects. The <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">Education Endowment Foundation</a> (EEF) highlights that communication and language approaches can significantly boost early learning, academic success, social and emotional development and long-term life outcomes.  Specialist provision ensures that staff are regularly trained to deliver support sessions. Staff training and professional development are crucial for implementing communication and language programs and approaches effectively.  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1, 2 and 3
English and maths interventions supported by TAs  £23,000	Power of 2 maths intervention for LKS2 pupils working below age-related expectations in number and calculations. Targeted maths support for pupils with specific and identified need to build on existing knowledge using manipulatives and representations, as well as a rich network of mathematical language. This structured intervention is guided by assessment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  <a href="https://www.123learning.co.uk/evidence">https://www.123learning.co.uk/evidence</a>	1, 2 and 3

	<p>1:1 and small group phonics interventions matched to the need and level of the child and not the age or stage.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Fresh start phonics taught in small groups in LKS2 and UKS2 with texts that match phonics ability. Fluency and comprehension are taught alongside phonics to bridge the gap between fluency and comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind £480	<p>Research-based programme to provide children with the preventative strategies, skills and tools they need to thrive. My Happy Mind explains the science behind their actions and their feelings, allowing the children to build resilience, confidence and self-esteem.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 2, 3, 4 and 5
ELSA £1,654 moving to £2,482 with increased need	<p>Targeted emotional literacy support focuses on helping children understand and manage their own emotions, build their resilience, improve their self-esteem and develop their social skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Supervision ensures that strategies are evidence-based and at times preventative before SEMH needs can be supported at an early stage and with positive impact.</p>	1, 2, 3, 4 and 5
Mental health and well-being  £10,000	<p>Dedicated mental health and well-being support for children and families has a positive impact on the attendance, well-being and attainment of children. Positive relationships are promoted through a collaborative and supportive environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing">https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing</a></p>	1, 2, 3, 4 and 5
Dinner den provision at lunchtime  £3,182	<p>Targeted support is provided children as research shows that universal behaviour systems are unlikely to meet the needs of all children, especially at lunchtime. For pupils with more challenging behaviour, dinner den is provided and adapted to individual needs.</p>	1, 2, 3, 4 and 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	
Trips and visits £1,087	Enrichment opportunities should be accessible for all children to broaden the experiences and cultural capital of all children. Equal access should be provided for disadvantaged children to enrich opportunities and broaden experiences.	1, 2, 3, 4 and 5

**Total budgeted cost: £56,445**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

#### **Phonics data:**

41% of the disadvantaged group reached the standard in phonics.

#### **Key Stage 1 Optional SATs data 2024-25-**

25% of the disadvantaged group achieved the expected standard in reading.

0% of the disadvantaged group achieved the expected standard in writing.

25% of the disadvantaged group achieved the expected standard in maths.

#### **Key Stage 2 SATs 24-25**

100% of the disadvantaged group achieved the expected standard in reading.

100% of the disadvantaged group achieved the expected standard in writing

50% of the disadvantaged group achieved the expected standard in maths.

#### **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.*

<b>Programme</b>	<b>Provider</b>
Mastering Number	NECTM
Power Maths	White Rose & Pearson
RWI	Ruth Miskin- DfE approved
Welcomm	GL Assessments

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

Further information (optional)

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