

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parish C.E. Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<u>2024-25</u> <u>2025-26</u> <u>2026-27</u>
Date this statement was published	November 2024
Date on which it was reviewed	July 2024
Statement authorised by	Jennifer Young (Executive Headteacher)
Pupil premium lead	Hannah Moore
Governor / Trustee lead	Mihaela Nucu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,860.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 99,860.00

Part A: Pupil premium strategy plan

Statement of intent

At Parish C.E Primary School it is our intention that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. As a school, our curriculum sets high expectations for each child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning.

Our creatively constructed 'Rainbow Curriculum' provides a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. In Genesis, God tell us that the Rainbow signifies his promise to the Earth; following his lead, our Rainbow Curriculum signifies our promise to the education of the pupils that we serve.

Our strategy plan links closely with our school development plan, sports premium and CPD priorities. We adopt a three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted interventions are carefully planned for, considering children's needs, including speech & language, reading, writing, maths support. We also pay particular investment into wider strategies to support the development of cultural capital, attendance and the physical and social, emotional and mental wellbeing of our pupils as a direct result of the impact of socio-economic background of our pupils.

The key principles underpinning our approach are:

- That our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Our actions are evidence-based on national research.

- A relentless focus on high-quality of curriculum and teaching and learning achieved through high quality training and support. Our actions are measurable with clear success criteria.
- That all members of our community are aware of the desired outcomes of our plan, how we achieve them and the roles they play.
- That our plan will be responsive and flexible to meet any changing local and national needs.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Previously identified language issues (including reduced language skills on entry)</u></p> <p>We are acutely aware of the 30 million word gap by age 3 (Hart and Risley, 2003). The majority of pupils start school with language skills which are below the expectation for their age. For our pupils who qualify for Pupil Premium funding, this impacts on their literacy and numeracy development, their ability to listen and pay attention, their use of vocabulary and leads to difficulty understanding, organising and using language.</p>
2	<p><u>Increased numbers of children in receipt of pupil premium funding also identified as having SEND.</u></p> <p>4.8% of disadvantaged children are also listed on the school SEND register. This compares to 2.4% across the school. Children who are disadvantaged and have SEND experience multiple difficulties and barriers to learning.</p>
3	<p><u>Limited understanding and experience of the wider world.</u></p> <p>Due to the socio-economic environment in which the school is situated, a large number of pupils have limited experience of life beyond the local area. Therefore a carefully planned and resourced progressive humanities curriculum is instrumental in cultivating the children's imagination and understanding about our world.</p>
4	<p><u>Attendance and readiness to learn upon arrival at school</u></p>

	<p>Attendance data shows that the gap between PP and Non-PP pupils continues to increase despite every effort and bespoke support in place.</p> <p>2023/24 data PP attendance 92.2% compared to non-PP attendance of 95.65% (Y1-Y6).</p> <p>Analysis of attendance data for 2023/24 also shows that 70% of those classed as persistent absentees are disadvantaged (Y1-Y6).</p>
5	<p><u>Social and Emotional</u></p> <p>Some children face ongoing challenges linked to mental health. This presents as school refusal, anxiety, lack of confidence, disruptive behaviour and low levels of resilience in both parents and pupils.</p>

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 oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Early Talk Boost/NELI assessments show significant improved language skills. • Children are using a higher level of vocabulary both in and out of the classroom. • Monitoring evidence including pupil voice, work scrutiny and engagement in lessons indicates improved language skills across all year groups. • RWI phonics scheme embedded and taught by experienced staff (EYFS-LKS2). • Improved written outcomes in KS2 as children engage with and gain confidence in using new topic-based vocabulary, word definition and spelling through the formal teaching of Ready Steady Spell and Opening Worlds schemes and displayed on class working walls. • High quality teaching of the Ready Steady Write scheme of work to be taught by fully trained teaching staff.

Improved reading attainment for pupil-premium pupils by the end of each phase.	<ul style="list-style-type: none"> • KSI reading outcomes for pupil-premium pupils to be in line with national by 2024/25. • KS2 reading outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national. • NFER assessment evidence shows increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.
Improved writing attainment for pupil-premium pupils by the end of KS2.	<ul style="list-style-type: none"> • Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children. • Quality first teaching addresses the identified areas for improvement through termly independent writing outcomes measured by moderated teacher assessments against national expectations. • Trust-wide and school partnership writing moderation, ratifies teachers' judgements.
Children with SEND working significantly below ARE to make increased progress.	<ul style="list-style-type: none"> • Pupils with cognition and learning needs, working significantly below their peers, will receive support in the curriculum for language, literacy and mathematics. • Teacher led mathematics and English lessons to be taught outside of the mainstream classroom to meet the needs of the lowest attaining UKS2 children. • Pupils will make high rates of progress in relation to their starting points in language, literacy and mathematics as identified by the SEND Toolkit half termly assessments.
Pupils to build on, and effectively articulate their knowledge and understanding of the wider world.	<ul style="list-style-type: none"> • Pupils will know more and remember more through high quality teaching of the Opening Worlds curriculum. • Opportunities for retrieval are built into each foundation subject lesson.

	<ul style="list-style-type: none"> • Pupils make links to their learning, building on prior knowledge. • Pupils speak with confidence when discussing topics of global and historic importance. • Monitoring of books, pupil voice, retrieval and end of topic assessments will show progress.
To achieve and sustain improved attendance for our pupil-premium pupils to bring them in line with our non-disadvantaged pupils.	<ul style="list-style-type: none"> • To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25. • Half termly attendance data analysis will show improved attendance of PP children. • EWS SLA to support and challenge the attendance of pupils, particularly those who are disadvantaged and persistent absentees. • Parents and pupils understand the impact good attendance and punctuality has on pupils reaching their potential. - Meetings- workshops - coffee mornings • Implementation of local authority fines to be issued for unauthorised term-time holidays .
To achieve and sustain improved wellbeing and social and emotional support for all pupils.	<ul style="list-style-type: none"> • Pupils to engage in a range of SEMH interventions offered to support their needs. • Qualitative data from pupil voice, pupil and parent surveys, teacher observations, individual reports written by Health and Wellbeing lead practitioner. • The Boxall Profile information to show tracked progress of emotional literacy scores for individual pupils. • Half termly meetings to review interventions offered and identified pupils will ensure the offer of SEMH support reaches all pupils in need.

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: £ 49,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and curriculum enhancement through the implementation of Opening Worlds and Ready, Steady Spell schemes - introducing new key vocabulary.	<p>There is evidence to suggest the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3,
To continue to embed and develop RWI and Fresh Start, including ongoing consultancy support and CPD primarily through the Trust RWI support package.	<p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. As a school, we have adopted Read Write Inc as our approach to teaching phonics. This programme is well-embedded across school however regular development and training opportunities are essential in the continued success of the scheme including the Fresh Start programme delivered to pupils in UKS2.</p> <p>Teaching and Learning Toolkit Phonics EEF KSI Literacy Report EEF</p>	1,

Embed the new RSW English scheme (including RSS) with clear vocabulary progression so as to support children's language development.	<p>The National Curriculum states: 'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary, actively building systematically, on pupils' current knowledge.'</p> <p>Spoken vocabulary at five impacts on reading comprehension at fifteen years of age. Yet children from the lowest 20% are already a year behind with spoken vocabulary by 5. There are many children in our classrooms who need support, and also so many words to learn. Thus, a year-on-year approach is called for.</p> <p>Vocabulary and Oral Language Teaching and Learning Toolkit EEF</p>	1,
To improve progress of PPG children with SEND across Y1 to Y6 through quality first teaching informed by the Birmingham SEND Toolkit.	<p>"The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society." School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are at risk of falling behind their peers.</p> <p>Often small adaptations to provision, additional resources and training can ensure that pupils are able to 'keep up.'</p> <p>Therefore, we have prioritised training for staff on quality first teaching and dedicated a proportion of a senior leaders' timetable to ensuring that appropriate provision is in place to support pupils that are SEND and PP.</p> <p>SEND Links to Poverty Joseph Rowntree Foundation</p>	2, 5

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

Budgeted cost: £24,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted for PP pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,
Nuffield Early Language Intervention and Early Talk Boost	Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11. Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years) Early Years Communication EEF Toolkit	1,
Interventions: Fast Track Phonics Fresh Start First Class at Number UKS2 Maths Booster sessions Priority Readers Beat Dyslexia	EEF -The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. All our interventions are chosen as they have a proven track record of success in previous academic years. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions Evidence-based interventions adopted - all with clear starting points and regular monitoring/impact reviews, assessments and end points. <ul style="list-style-type: none">- Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants.- Explicit links to classroom teaching made. Effective Use of Teaching Assistants EEF	1, 2, 5

<p>To improve progress of PPG children with SEND across Y2 to Y6 through delivery of a bespoke, modified curriculum in a specialised environment, delivered by skilled staff.</p>	<p><i>"The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society."</i> School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are significantly more likely to fall behind their non-disadvantaged peers.</p> <p>A small number of pupils with high levels of additional needs require a bespoke, personalised curriculum in order to ensure progress and to meet their social, emotional and behavioural needs.</p> <p>EEF study into behaviour interventions: <i>"Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies."</i></p> <p>Therefore, we have dedicated funding to our 'Nurture Group' provision, where children receive a bespoke, modified curriculum along with a nurturing approach.</p> <p>SEND Links to Poverty Joseph Rowntree Foundation Behaviour Interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 5,</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School Attendance Team including the LA EWS, to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.</p>	<p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:</p> <p>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>	<p>4,</p>
<p>SEMH support through assessment toolkit, therapy interventions and MHST involvement</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and Emotional Learning in Primary EEF Social and Emotional Learning Teaching and Learning Toolkit EEF</p>	<p>2, 5,</p>

Total budgeted cost: £ 99,860

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment:

The language screening check carried out with children in EYFS at the start and end of the year showed that the language skills of all PPG children who had accessed the Nuffield Early Language Intervention (NELI) made significant progress in the four areas of Expressive Vocabulary, Listening Comprehension, Receptive Vocabulary and Sentence Repetition. 50% of PPG children achieved ARE and 50% of PPG children narrowly missed out on achieving ARE by 2 marks.

Further Read Write Inc (RWI) developmental training supported staff in identifying the children in need of further intervention. Daily fast-track phonics booster sessions took place throughout the year for pupils including, PPG children working below ARE in Year 1. The impact of which was that 97% of all pupils, and 100% of PPG pupils, passed the phonics screening check in June 2024.

RWI Fresh Start and RWI Comprehension small group intervention took place throughout the academic year to support identified children in Key Stage 2. This enabled all pupils to make progress from their starting points.

KS1 SATs results for Pupil Premium were below national average in each subject:

Reading: 43% Exp compared to 68% national average

Writing: 43% Exp compared to 60% national average

Mathematics: 57% Exp compared to 70% national average

KS2 SATs results for Pupil Premium children were higher than national average in Reading but below national average in Writing and Mathematics:

Reading: 85% Exp compared to 73% national average

Writing: 62% Exp compared to 71% national average

Mathematics: 69% Exp compared to 73% national average

Pupils' wellbeing, social, emotional and behavioural needs:

Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. The support of outside agencies, the designated mental health support staff, the development of Lego Therapy and the school dog have all been effective in supporting children with wellbeing, social, emotional and behavioural needs. A well-being register continues to be effective in monitoring the impact taking part in interventions has on our pupils with the greatest SEMH needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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