

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Preesall Fleetwood's Charity
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Victoria Gladwin Head teacher
Pupil premium lead	Victoria Gladwin
Governor / Trustee lead	Christine Hallett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,532
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,142

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have identified emotional health and well-being needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is closely linked to wider school plans for education recovery, notably in the targeted support through the tutoring programme for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach is based on identified challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective, we will:

- Ensure disadvantaged pupils emotional health and well-being needs are met
- Ensure disadvantaged pupils are challenged appropriately in the work that they are set
- Act early to intervene at the point of need
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance- our attendance data over the last 2 years indicates that attendance amongst disadvantaged pupils has been *** lower than for non-disadvantaged pupils..
2 Attainment	Internal assessments indicate that maths and English attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3 Pastoral	There are a number of disadvantaged pupils who have significant emotional health, social and behaviour needs. This impacts on the child being able to make progress and their readiness to learn.
4 SEND	A high proportion of our disadvantaged pupils are SEND and require extra support in class and small group or 1-1 intervention time.
5 Phonics	Assessments, observations and discussions suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively affects their development as readers.
6. School closures	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

## 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 continue to ensure the attendance of pupils classed as disadvantaged/in receipt of pupil premium is in line with peers, reducing the proportion classed as persistent absentees.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%</li> <li>The percentage of pupils who are persistent absentees is below 4% (currently 7 pupils) and the figure for disadvantaged pupils is no more than 1% lower than their peers.</li> </ul>
To continue to ensure the outcomes for disadvantaged pupils/pupils in receipt of pupil premium are in line with those of peers in school in English and Maths through ensuring high quality first teaching is in place, alongside targeted interventions.	Increase the progress for a key group of pupils classed as disadvantaged/pupils in receipt of pupil premium in English and Maths in line with their baseline starting point.

	<p>KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p>
To ensure the well-being needs of all pupils who are classed as disadvantaged/in receipt of pupil premium are met to ensure they are ready for learning.	<p>Sustained high levels of emotional health and well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys, PASS assessment and teacher observations</li> <li>• High levels of participation in enrichment activities, particularly for disadvantaged pupils</li> <li>• High levels of attendance for disadvantaged pupils</li> </ul>
To ensure disadvantaged pupils with SEND are supported with their learning and they make progress.	<p>SEND pupils make at least expected progress in their learning through the removal of barriers to learning.</p> <p>***% pupils make expected progress from their baseline</p>
To ensure disadvantaged pupils are successful with phonics enabling them to develop as readers.	<p>From 2024/25 children achieve sustained high outcomes in phonics linked to age related expectations.</p> <p>Year 1 phonics target - 80%</p> <p>Year 2 phonics target – 90%</p>
To ensure tutoring grant is used to help disadvantaged pupils fill some of the gaps in their learning in English and Maths as a result of partial school closure thus closing the gap between them and their non-disadvantaged peers.	<p>Data from 2024/25 onwards shows that more disadvantaged pupils achieve expected level</p>

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff in effective teaching strategies	High quality teaching EEF Toolkit	2
Training for all staff in Metacognition	High quality teaching EEF Toolkit	2
Introduction of Jane Considine Spelling Programme through school Continued development of The Write Stuff programme through school	High quality teaching EEF Toolkit  Jane Considine testimonial – evidence of effectiveness of programmes in improving writing skills particularly for disadvantaged pupils.	2
Purchase and implementation of new systematic phonics plus purchase of decodable reading books. Extra phonics sessions for disadvantaged pupils. Target readers group – extra 1-1 reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics/Toolkit Strand/EEF	5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class interventions each half-term to meet needs of pupils	EEF Toolkit guidance	2 4

in each year group – reading, writing, maths		6
Tutoring – small groups/1-1 in reading, writing, maths – focused on disadvantaged pupils - 8 hours per week for 15 weeks (Autumn Term)	EEf Toolkit guidance 'Some pupils may require additional support alongside high quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'	2 4 5 6
Booster group sessions in Maths for disadvantaged Year 6 – 1 hour a week spring term – May 2022	EEf Toolkit guidance	2 4 6
Purchase of English and Maths IDL programmes for intervention	EEf Toolkit guidance	2 4
Effective deployment of support staff to support key pupils in year groups.	EEF research guidance on teaching assistants	2 4
To analyse summative data and identify the children who require catch-up and more targeted intervention.  Pupil progress meetings termly.  Regular monitoring and evaluation of targeted interventions.	EEF toolkit guidance <a href="https://educationendowment.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowment.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be on-going but manageable'.	2 4 5 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Learning Mentor – 1.5 days a week to support pupils' emotional health and well-being needs and to improve attendance of disadvantaged pupils.	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF guidance about wider strategies focusing on: SEL, Well-Being and Mental health  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	1 3 4
Subsidising wider opportunities for disadvantaged pupils including school trips, dance and music lessons, Break-fast and After School Club.	<p>Engagement in school activities will lead to improved attendance.</p> <p>Improved health and well-being</p>	1 3

**Total budgeted cost: £34,142**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
The Write Stuff	Jane Considine

### 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?	Subsidised music and dance lessons Year 6 Booster sessions in Maths
What was the impact of that spending on service pupil premium eligible pupils?	Year 6 pupil achieved GD in Maths Engagement – high attendance



## Further information (optional)

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