

Pupil Premium Strategy Statement 2024-25

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	94
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 2025 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Durrant / LGB
Pupil premium lead	Sarah Durrant Headteacher
Governor / Trustee lead	Alex Todd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£22,865

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 our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Specific disadvantaged children are behind their peers academically and behind age related expectations

2	Limited speech and language skills which impacts on childrens vocabulary acquisition.
3	Children's knowledge and life experiences have been limited in various areas of the curriculum.
4	Increase in social and emotional difficulties which has impacted on the wider family network
5	Children lack resilience and self-esteem which has impacted on their mental health.

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 implement a knowledge rich curriculum accessible to all groups of learners.	Pupil engagement and attainment increases. Pupils are able to access a well sequenced knowledge rich curriculum. Improvements across the curriculum for disadvantaged children including reading, writing and maths.
To raise self-esteem and confidence through team building and life experience opportunities for disadvantaged groups.	Children will get to work together to develop team building skills through group activities, helping them to develop responsibility and positive self-esteem. The children will be able to experience new physical activities and become more independent..
To ensure that SEND/LAC coordinator has effective time to attend meetings, complete paperwork and liaise with professionals	The needs of disadvantage children are known to all staff through good communication from professionals. Individuals are targeted swiftly and effective interventions are put in place
To implement CPOMs to enable staff to record safeguarding concerns accurately and to allow timely interventions for vulnerable groups.	CPOMs allows clear information sharing amongst staff. Staff become more vigilant and aware of vulnerable children and there is a clear evidence trail to support vulnerable children.
To support the mental health and resilience of pupils following the turbulence of the recent pandemic	Mental health and well-being is a priority within the school. Staff are better informed on how to support children and families with mental health needs.
Where attainment exists for disadvantaged learners, these are closed in relation to their peers and age related expectations.	All disadvantaged pupils make progress from their given starting points
All pupils, including those disadvantaged have the opportunity to take part in extra-curricular activity, including sport, music and educational visits.	All disadvantaged children access extra-curricular activities provided by the school. Children actively participate in these and this builds self-confidence and resilience.

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: £ 13,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding staff professional development in key areas to improve outcomes particularly in reading and in Maths	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1 3
Ensure all staff have had the training to understand the PKC curriculum and the pedagogy behind it	Staff understand how the curriculum is sequenced and the impact it has on learning and the importance of making sure learning is scaffolded for all learners. https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum	1 3
Enhancement of maths teaching and planning through the implementation of the Complete Maths program	Increased teacher confidence in the delivery of maths. Effective use of models and images is developed through the school. Improved pupil attainment in all aspects of maths in evident through regular summative and formative assessments.	1
Continue to develop the use of CPOMS to enable all staff to record safeguarding concerns and to be able to monitor vulnerable pupils more closely.	It is essential that all safeguarding concerns are logged and acted on with the utmost priority. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping children safe in education 2022.pdf	5 4
Release SEND/DSL to attend meetings, support pupils and liaise with external professionals	The needs of disadvantaged children are known to all staff. Individuals are targeted swiftly and effective interventions are in place.	1 2
To ensure staff are fully trained to support the emotional regulation and	Mental health concerns are identified and supported at an early stage.	5

to develop mental health provision.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted TA support in phonics, reading and maths	EEF – tiered approach by providing targeted academic support, and structured interventions https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1, 2
Targetted Intervention led by class teachers and support staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Strong EEF evidenced over the effectiveness of small group tuition in groups of up to 5 children. This strategy is recognised by the EEF as an effective strategy with child to spend pupil premium money.	1
Sounds Write decodable books	EEF – tiered approach by providing targeted academic support, and structured interventions https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1,2

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
. Children to attend school activities such as sporting events	Disadvantaged children will participate in educational visits to develop and nurture positive resilience and well-being.	2 1 4

and enrichment activities to enable team building skills, life experience opportunities	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	
Release time for SEND lead, LAC lead and teaching staff to attend meetings, plan interventions and complete paperwork for external professionals	Effective use of the SENDcos time allows far better support and outcomes for children, https://www.researchgate.net/publication/227741897 (A Review of recent developments in the role of SNCO in the UK)	1.2
ELSA – ready to learn To fund the release time of the school's ELSA trained member of staff for two afternoons each week offering emotional and social support for identified children across the school.	An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4 2

Total budgeted cost: £ 22,865 TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching: 4 members of staff are fully qualified now in Sounds Write and have attended extra CPD sessions. Catch up and intervention sessions have taken place where children have a gap in their knowledge. The implementation of the new curriculum has enabled children to be exposed to a knowledge rich curriculum that is well sequenced and planned to ensure that there is good progress throughout the school. Children are exposed to a wider range of vocabulary and

The introduction of CPOMs has enabled staff to put support and interventions in place more effective. This has had a positive impact on child protection/ child in Need throughout the school. Relationships between school and families have also been strengthened through the Early Help process which has supported some of our vulnerable families. We have been able to offer external support where there is a need.

Wider strategies

The school has fully funded a member of staff who is now a qualified ELSA. This member of staff offers emotional support for children two afternoons a week either through 1:1 or group sessions.

ELSA – ready to learn - School has a trained an in house ELSA and provide time for regular, weekly intervention groups to support targeted children.

Attendance for 2023-2024 was better than in the preceding year. Absence among disadvantaged pupils was at better than their peers with 70% of PP children with 96% or above attendance.

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
Sounds Write phonics	Sounds write
Nuffield Early Language Intervention	Language intervention program
Complete Maths Tutor	Complete Maths
Early Help support meetings	Cambridgeshire County Council

