

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Samlesbury CE Primary School
Number of pupils in school 2021-2022	67
Number of pupils in school 2022-2023	73
Proportion (%) of pupil premium eligible pupils	11%
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	June 2021
Date on which it will be reviewed	June 2022 June 2023 June 2024
Statement authorised by	Lucy Sutton
Pupil premium lead	Lucy Sutton
Governor / Trustee lead	Sam Metcalfe

Funding overview

Detail	Amount
Pupil premium funding allocation - academic year 21-22	£19,795
Pupil premium funding allocation - academic year 22-23	£18,725
Recovery premium funding - academic year 21-22	£2000
Recovery premium funding - academic year 22-23	£2000

Pupil premium funding carried forward from previous years (enter £0 if not applicable) - all years.	£0
Total budget for the academic year 2021-2022	£22230
Total budget for the academic year 2022-2023	£20725

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

The school is in a rural location, just outside of the urban heart of Preston city with an intake from a wide area as well as the local Samesbury area. Our pupils come from a wide range of backgrounds and from a wide area with varying needs with a deprivation index of C on the LSIP.

Pupil premium funding is used to support pupils who have met the ‘disadvantaged pupil’ eligibility criteria now or in the past 6 years with the intention of narrowing the gap between disadvantaged pupils and those who are not. Historically there have been very small numbers of PP children in school but this trend has changed over the last few years and is now just over 16% of pupils. Due to the very small numbers of pupils in school, school focus is on the progress and achievement of every individual child but always focusing on working to eliminate any gap in achievement/progress between PP and none PP pupils.

A focus on quality first teaching is the main focus for improving outcomes. A sustained high ratio of 1:10 teacher/teaching assistants across school class enables effective support within for classroom learning as well as intervention for phonics, reading, writing and mathematics and improving outcomes. Access to high quality resources, subsidising visits in and out of school including residential visits and providing resources for small nurture/wellbeing groups or individual support have all impacted positively on pupil attainment and achievement.

Covid had a mixed impact on our PP children – progress in retention and application for phonics for our infant children as well as writing for most year groups. We are now in the second year of our three-year PP plan and the gaps in attainment caused by the pandemic have almost all been closed in reading writing and maths.

The health and wellbeing for our PP children has been supported in school through our usual pastoral support – our smaller KS2 classes and a high staff: pupil ratio, ensure that pupils are known well and are quickly supported if required. We have great relationships with families and carers.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. •
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 to provide them with the best start to high school to achieve GCSE's in English and Maths
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Friendship and nurture support during lunchtimes by training up Y5/6 sports leaders to further promote Samlesbury values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Residual gaps in learning for PP pupils caused by the impact of Covid –19 In particular, the impact on the depth of phonics/reading/writing learning and the breadth and depth of knowledge and skills across foundation subjects particularly the more practical subjects. .
2	Supporting PP children in their health, mental health and well being so that they are resilient, confident and able to learn in school
3	Attendance for some PP children is lower than our target of 97%.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (21-24), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the gaps in learning, progress and attainment caused by the pandemic.	For all children to be at least back on track to where they should have predicted to have been pre pandemic by the end of July 2022 and sustained over the following two years to July 2024

	Quality first teaching is evident in all classes at all times with effective, well used and trained TAs in class.
<p>Progress in phonics / reading: Achieve 100% at the national standard in the PSC (x2 PP chd) June 2022 and above average or in line PSC in future years.</p> <p>Achieve above expected progress scores in KS2 Reading (x2 PP chd) - 100% of PP children and 85% of the whole cohort for 21-22 and to continue at least expected progress for all PP in following years.</p> <p>For PP who are identified as more able to ensure they make at least the same progress as non PP pupils</p>	<p>The new phonics scheme to have been improvement effectively with all staff confident and skilled in delivering the scheme.</p> <p>For PP children who may be falling behind in phonics or spelling to, without delay, have had additional support and up to their peers</p> <p>Reading for all PP children to be back to where it is predicted they should have been and for all results to be at least in line or above with national averages.</p> <p>Use the online library of books associated with the scheme to further support and engage parents reading with their children.</p> <p>To continue to embed the reading challenges and reading for pleasure across school to impact enjoyment of reading and writing standards.</p>
<p>Progress in Writing:</p> <p>Achieve above expected progress scores in KS1 / KS2 Writing for PP chd 50% for 21-22 to ensure they 'catch up' to where they should have been. To maintain at least expected progress after this and retain standards.</p> <p>For all PP children to develop an enjoyment in writing</p> <p>To achieve at least in line or above in national expectations at the both the end of Key Stages and in other classes.</p> <p>To raise the number of PP pupils who have a deeper level of understanding in writing or be identified as having the potential so that we are in line or above national averages</p>	<p>Work with the English hub and purchase a complete reading scheme to support the new phonics scheme and to work towards raising the standard of writing and handwriting through this.</p> <p>For all PP children to be back on track to where they would have expected to have been.</p> <p>For all PP pupils identified as more able before the pandemic to be back on track</p> <p>In infant teacher to be confident and skilled to deliver high quality teaching and learning for the class to raise the standards in writing through quality first teaching and direction of support staff.</p> <p>Small group interventions /one to one tutoring for PP pupils have been implemented with gaps closed and children back on track.</p>
<p>All PP children to feel socially confident, form and maintain quality relationships with their peers and adults and have experienced extra-curricular activities/group activities along with peers</p>	<p>Pupil surveys and discussions will reflect their view of school and they will have participated in a wide variety of experience and opportunities in school or signposted/supported/celebrate with them in their activities outside of school</p>
<p>Improve attendance</p> <p>To aim for all disadvantaged pupils to have an attendance rate of at least 97% and to be consistent throughout the week - ongoing to be maintained.</p>	<p>PP children who have been identified as those with lower than targeted attendance to be at school for at least 97% of the time (unless there is a medical reason), to be maintained throughout the year and be consistent over the week.</p> <p>Pupils to have a positive approach to school and for school to continue with s</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: £6000

- English/phonics books for foundation subjects £3000
- Staff training £1050
- Additional books for the library £500
- Online software packages £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the new synthetic phonics programme introduced last year.</p> <p>Continue to subscribe to the online phonics support platform</p> <p>Train new TA staff to ensure consistency and high-quality teaching and learning – includes providing cover for staff. Add to phonics reading resources so that almost all areas of the curriculum in the infant class are supported by phonetically decodable books for all infant year groups</p> <p>Ensure staff training is ongoing and if required refresher training provided to maintain QFT.</p> <p>Maintain 1:10 staff ratio in the infant class to ensure highly targeted teaching and support for children to ‘keep up’ if/as needed.</p> <p>Rigorous summative assessment by one staff member to give consistency in standards.</p>	<p>Writing outcomes are struggling to make accelerated progress for some children/cohorts for both expected (ARE) and more able. Within these bands many children are less strong and with another 6 weeks over the summer holidays without practice writing will be a key priority for school next year. The TALK 3 English training was very useful last year and will be accessed for TALK2 this year.</p> <p>Learning Walks with a focus on the engagement of PP children.</p> <p>Phonics evidence:</p> <p>Very small numbers of PP pupils – the target is for all children who are targeted to pass to do so – one to one/small group additional phonics teaching effective at enabling children to ‘keep up</p> <p>The transfer of KS1 (and pupils recently in KS2) pupils phonics knowledge to their writing still lacks consistency for all pupils. The introduction of Floppy’s Phonics program from Sep 21 has had a significant impact but the lack of nursery/pre-school phonics is still evident in independent writing.</p> <p>Spelling Shed will be used as a basis for spelling in KS2. No Nonsense Spelling for Y2 is effective and will be continued from Sep 22</p> <p>In school assessment, both summative and formative supports this.</p> <ul style="list-style-type: none"> • Through in school moderation of writing • EYFS supervision meetings • Pupil progress meetings • Observation of staff phonics sessions and discussions with staff showed that 	<p style="text-align: center;">1</p>

	<p>not all staff had a consistently rigorous approach to teaching phonics.</p> <ul style="list-style-type: none"> • Review of our Phonics strategy with the English Hub leader – this was done with the two English leads in school • Run a parents' phonics workshop so they understand how they can support their child at home. • Staff CPD will have ensured that all staff are confident with the new phonics scheme, rigorous assessment and feedback and the transfer of the learning into the wider curriculum 	
Purchase additional phonics reading books to support foundation areas of learning in the infant class and less fluent readers in KS2. This will support raising the standard of writing through raising standards in reading and reading for pleasure.	<p>Review of school resources showed that there are insufficient phonetically decodable books to support a significant part of the infant curriculum to engage and enthuse pupils. £3000 will be used to purchase books to close this gap and support PP children and other children, who may not have access to a broad range of books to support learning at home.</p> <p>For Reception children there is now a completed set of physical books to support phonics as well as books to widen and apply phonetic knowledge.</p> <p>This will support PP and all children.</p>	1
A new online reading resources from Oxford Owl will be continued to support parents read with their children anywhere.	<p>For all children in the infant class there is now a full range of phonics reading books through the scheme both digitally and physically as part of a fully resourced reading scheme plus a range of further books to widen reading knowledge and skills.</p> <p>This will support PP and all children.</p>	1
Work with the English hub accessing staff CPD for leadership in this area and for all staff as required.	<p>Staff are now confident to teaching phonics and delivering rigorously the new synthetic phonics scheme. CPD will continue over the year for new staff or to refresh skills/knowledge where needed.</p>	1
To continue to embed reading challenges across school and reading for pleasure across school to impact enjoyment of reading and writing standards.	<p>22/22 has been a year of continued focus to further develop a reading for pleasure attitude for all children, involving the parents and celebrating in school which has resulted in a really positive reading for pleasure culture. This needs to continually be cultured and nurtured to maintain and continually build on this.</p> <p>Staff have also been impacted and 'book talk' is a common feature across with staff and children.</p> <p>NFER/SATs/PS tests will also continue to be used so that accurate scaled scores can be used to track progress and attainment/progress</p> <p>Book monitoring termly and subject leader evidence will continue to demonstrate continued school improvement in writing and reading.</p>	1
To raise the standard of writing including handwriting, application of /spelling-phonics knowledge and content	<p>Evident from formative and summative assessment, staff moderation pupil progress meetings etc that the standard of writing has been significantly improved over the year –</p>	

The year 5/6 teacher to attend the Talk English writing training over the year	which has been continuing key focus over the past year and will continue to be. Books have shown that progress is strong and gaps have been closed but there is still a gap in the attainment of those children who are identified as more able writers before the pandemic and those who are now showing they are/potential to be as we accelerated progress last year. This is particularly evident in the infant class and year 3/4	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10875

- **Maintain high TA: pupil ratio across school to ensure QFT (quality first teaching), and to pay for 1-to-1/small group tutoring: £9875**
- **Staff training: £500**
- **One to one / small group resources: £500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that any pupil support required for PP pupils (and for any child) is rapidly identified and - strategies are swiftly put in place to support these children. Quality first teaching with support via a TA in class to be utilised first with a support programme planned, overseen and monitored by the SEND lead if required.	Quality first teaching with effective support staff is the most effective strategy to close gaps. Staffing and funding are planned to provide this with CPD for staff in place.	1
One to one/small group support for those children who still have specific areas where gaps in learning will be planned and reviewed. <ul style="list-style-type: none"> • Fast Forward phonics • Bounce Back phonics • Reading/writing/maths specific one to one work. • Phonics catch up based on Floppy's Phonics This will be carried out predominately by TAs within class who know the children and can integrate it into the rest of their learning. For upper KS2 pupils one to one with additional work to do at home to involve parent with the catch up will be planned in.	Additional in class support is most effective at supporting pupils learning and development. Maintaining high staff:pupil ratio with full school hours for TAs to support this will be most effective. Short sessions of highly targeted tutoring, where this is identified as the most effective support if in class support with QFT has not made the required difference, with follow on activities will accelerate pupil catch up. Tutoring/small groups will be delivered by the class TA who knows the children for maximum effectiveness.	1
Work with afterschool club (not run by school). so that where PP chd are attending and its appropriate to provide additional fun/games for support learning/language	Reinforcement of related leaning supports retention of learning.	

development/homework as part of the provision.		1
<p>Maintain whole class reading sessions / class novels /daily stories, rhymes and poems for the infant class / reading challenges to support progress in reading and a culture of reading in school</p> <p>Use of online platforms to support learning in school and outside of school for all PP pupils and benefit all e.g. SATs Companion</p> <ul style="list-style-type: none"> • Purple Mash • Oxford Owl Online Dyslexia Gold • Spelling Shed 	<p>21-22 SIP priority on developing a reading for pleasure and enjoyment culture raised attainment and improved children’s attitude to reading for all chid inc PP – pupil interview/questionnaires/monitor/assessment/ teacher discussions/pupil progress meetings..</p> <p>Y5/6 use of online platform SATs companion enabled children to practise and learn at home with parents more engaged in children’s learning – it also enabled the class teacher to be able to target and plan more sharply using this knowledge. .</p> <p>Families can understand how to support their chd more effectively at home which impacts progress, attainment and attitude to school and learning.</p>	2

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

Budgeted cost: £3850

- **Additional resources and opportunities for pupils: £2,500**
- **Forest School training (£850) for one KS2 staff member and Forest School First Aid training for two staff (£500)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies across school: Using PP funding to support visitors into school/access online experiences to widen life knowledge:</p> <ul style="list-style-type: none"> • National theatre Performances • Visiting drama groups • Walk Thru the Bible • Mini Beasts visit • Ribble River Trust etc. • Forest School resources • Sing Together <p>To train an additional member of staff to become a Forest Schools practitioner and to update Forest School First Aid for our Forest School Staff Lead in school.</p> <p>Opportunities to play and instrument</p> <p>Funding to attend visits and trips</p> <p>Funding for break and after school club places</p> <p>Providing resources to have a reflection/pray day to give pupils skills to be quiet and reflective as a tool for self-care.</p> <p>Resources to support/encourage a high level of attendance</p> <p>Taking part in events with church</p>	<p>Children in receipt of PP funding may feel they are less equal/able which can impact their confidence and how they form and maintain quality relationships with their peers and adults.</p> <p>Work the Health and Well Being Lead carried out last year – see the reviewed plan.</p> <p>Pupil attitude questionnaires</p> <p>Pupils who are more engaged in school activities have an increased positive attitude and approach to school which positively impact both academic and wellbeing outcomes.</p>	2

<p>Working closely with other local schools on cross-school programmes such as a focus on careers, developing spirituality</p> <p>Promotion of daily exercises</p> <p>Being involved in school sport intra and extracurricular.</p> <p>Being part of pupil leadership teams/councils/sports leadership</p> <p>Taking part in drama/music opportunities</p> <p>Utilising school's trained mental health first aider and pastoral lead in school to support children with 'talk time'</p> <p>Pupil run ethos and values club to support collaboration / friendship / wellbeing for all</p> <p>Taking part in charity fundraising events</p> <p>Maintaining the high staff: pupil ratio supports highly personalised pastoral and wellbeing support within class throughout the day.</p>		
<p>The Wellbeing and Health leader to support all staff with wellbeing strategies and to provide one to one support for chd if more structured support is needed.</p> <p>Additional guidance/support for staff to include supporting children's wellbeing so both the Wellbeing and Health leader and all staff are fully trained and are confident and able to recognise and support those children who need it.</p> <p>Additional salary for the wellbeing lead in school if required to ensure these support strategies can be implemented.</p>		3
<p>Providing breakfast/afterschool club places for PP children who need them to ensure they are ready to learn.</p>	<p>Low expectations and motivation can all be a result of poor diet and lack of a good meal to start the day.</p>	3
<p>Continue the development of the wellbeing room so that it has practical activities to support pupils well being.</p> <p>Replace the old door with a new door with vision panels</p>	<p>The space was utilised well last year by any pupil who needed this space – previously there had been no dedicated and appropriate space for well being activities.</p>	3
<p>Ensure all pupils have access to technology at home if they need to learn remotely.</p>	<p>Financial barriers can impact a child's access and ability to learn.</p> <p>School's remote learning offer ensured all pupils/families had access to technology - this enabled pupils to feel connected which supported children's mental health and enabled them to continue learning as effectively as possible at home.</p>	3

Total budgeted cost for 2022-2023: £ 20725

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 2021 to 2022 academic year.

Current Attainment PP pupils – whole school	2019/20 (6 PP) <i>(all based on TA from March 2020 due to Covid)</i>	2020-2021 (8 PP) <i>(based on teacher assessment and previous SAT/NFER tests)</i>	2021-2022 (11 PP) <i>(based on teacher assessment and end of Key Stage tests)</i>
% achieving ARE / ARE+ in reading	83	63	82
% achieving ARE / ARE+ in writing	83	50	82
% achieving ARE / ARE+ in maths	83	100	100
% making <i>expected progress</i> in reading	100	63	82
% making <i>expected + progress</i> in reading	50	25	45
% making <i>expected progress</i> in writing	83	50	82
% making <i>expected + progress</i> in writing	17	0	45
% making <i>expected progress</i> in maths	100	100	100
% making <i>expected + progress</i> in maths	33	38	45

There were two PP children in Y6 in 2022 and only one in Y2. Due to the very small numbers in each class and so children can't be identified, data for individual year groups is not on this published document. There isn't past data to compare KS1 to KS2 progress due to the either having no PP pupils in a year group or only one; currently comparing progress with none disadvantaged pupils both in school year groups and nationally, isn't meaningful so hasn't been included.

Due to our very small school budget, and financial constraints in previous years, the majority of our budget is used to support a strong staff team with a high staff/pupil ratio.

Data and assessment: for all children from Y1 onwards had summative tests at the end of the spring and summer term 2021, either SATs or NFER tests, which provided standardised results.

Our strategy has been to ensure quality first teaching for all in school after a time of unsettled staffing with a strong support staff team in place.

Targeted academic support through one to one tutoring, small groups or in class support; was provided to ensure academic catch up and pastoral wellbeing support was in place – the plan for Catch up over two years is almost complete. In 22/23 the aim is for catch up in foundation subjects to be completed.

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
Purple Mash	EdTech Impact
SATs Companion	Sats Companion
Kapow – Art & Design and Design Technology	Kapow
Floppy's synthetic Phonics Programme	Oxford

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.