

Pupil premium strategy statement – Samlesbury CE Primary School

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	65
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025/26/27
Statement authorised by	Lucy Sutton
Pupil premium lead	Lucy Sutton
Governor / Trustee lead	Sam Metcalfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£24 610
Recovery premium funding allocation this academic year (24-25)	£607
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£25 217

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 mean 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 semi-rural location, just outside of the urban heart of Preston city with an intake from a wide area including inner city urban as well as the local rural Samlesbury 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 14% of pupils. **Due to the very small numbers of pupils in school, school focus is on the progress and achievement of every individual child rather than using % data which is meaningless with the numbers of PP in school.**

A focus on quality first teaching is the main strategy 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. We also use the PP money to fund a choir which is run in school by an external provider which also enables our school choir to perform in the local community and be part of local concerts. 45% of our PP children participated in the choir last year and accessed opportunities to perform and raise confidence they wouldn't otherwise have had. There has been a wider ripple into school with singing and performance raised across school with many PP children leading the way in terms of enjoyment and the raising of the status of music and singing in school.

The health and wellbeing for our PP children has been supported in school through our pastoral support – our smaller KS2 classes and a high staff:pupil ratio, ensure that pupils are known well and are quickly supported if required on a daily basis or lesson by lesson if required. Pupils are known well by staff, and we have great relationships with families and carers which we continue to work on and don't take for granted.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils against national benchmarks and within internal school data. However, this can be difficult to accurately track due to the very small numbers of pupils in school and of PP pupils in school which is why we very much focus on the individual child across school whether pupils are PP or not.
- For all disadvantaged pupils in school to reach at least Age-Related Expectations at the end of Year 6 to provide them with the best start to high school to achieve good GCSEs.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Maintaining our small class sizes particularly in KS2 thus improving opportunities for effective teaching, excellent retention or learning, the ability for

children to keep up rather than have to catch up as well as providing support to close gaps and accelerate progress where required.

- To ensure pupils absorb a love of learning and a confidence in their own abilities to learn from our school ethos and staff enthusiasm for learning so that they become lifelong learners.
- To ensure that children’s health and wellbeing including strong friendship making skills and nurture support where needed is in place which will include training for Y5/6 sports leaders to further promote Samlesbury values and enhance learning and social development.

This list is not exhaustive and will change according to the needs and support our PP pupils require. Our aim is also that all children will benefit from what is provided to support our PP children as we flourish as a school together including staff and governors.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Some PP children do not have a consistent good attendance, and which often falls below to 97% target set for pupils in school. This impacts the consistency in learning as sections of learning are missed which has an accumulative effect. This can also affect confidence in learning as children return to the classroom and do not have the previous learning embedded so are having to catch up as well as learn current objectives.
2 Pastoral	Some PP have needed additional support with either health, mental health or wellbeing to work towards being consistently secure in terms of wellbeing so that they can become / remain resilient, confident, make and establish friendships as well as able to be fully open to learning in school.
3 Outcome	PP children have consistently made excellent progress in recent years despite the impact covid had on their early learning and development but some who had the potential to achieve more highly didn’t in all areas. Enjoyment of early reading and being very secure in terms of phonics learning has not always been consistent for some PP children and this has then tracked through into development in KS2.

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
<p>1 - Improve attendance for those PP who have an attendance which is under our target of 97% and for attendance to be consistent through the week on all days.</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) and this is to be maintained throughout the year and be consistent over the week. Attendance will be reviewed half termly and positive, collaborative relationships with parents to be maintained if action is required.</p> <p>Pupils to continue to have a positive approach to school and to be developing a love of learning and self-motivation.</p>
<p>2 - For our PP children (and all children) to have high levels of health and wellbeing so that they are confident that they can tackle, access and have a go at whatever challenges are put before them and are confident to ask for support and help when they feel they need it.</p> <p>For our PP children to have high levels of wellbeing and good health and be able to explain why and how they are making good choices whether this is in terms of learning, behaviour, food, exercise or friendships.</p>	<p>For PP children to be taking part in a range of extracurricular clubs, including the choir where there is interest, both within the school day and after school.</p> <p>PP children to be taking part and volunteering for pupil leadership roles to raise confidence and enjoyment in both individual work and group activities.</p> <p>Pupil surveys and discussions will reflect a confidence in their own abilities, and they can hold discussions with differing views with both children and adults.</p> <p>PP children 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 so that they are able to feel that they can 'have a go' at anything and be able to influence / help others to do the same linked to our school's ethos and vision statement.</p> <p>PP children will be physically active and enjoy sport, with active play as part of their daily lives in school and where possible to encourage, in collaboration with families, for this to be part of their life experiences outside of school.</p>
<p>3 – to ensure that PP children achieve at least expected levels of attainment by the end of key stages including the phonics screening check.</p> <p>To ensure that more PP children achieve a deeper level of understanding at the end of Key Stage 2.</p>	<p>PP children all achieve the standard in the Phonics screening check in Y1 (unless there is a specific barrier) and that reading is established as an enjoyable and self-motivated activity by the time a PP child leaves the infant class.</p> <p>All PP children will achieve the expected standard at the end of Y2 and Y6 in Reading, Writing and Maths (unless there is a specific barrier) with more of our PP children achieving a deeper level of understanding by the end of Y6.</p> <p>Parents/carers are fully engaged in supporting their child's reading and phonics at home and work with school to achieve the best possible outcomes for their child.</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: £ £8717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a small of staff to pupil ratio (1:10) so that in the moment support or timely keep up support can be effectively delivered to both individual PP children or small groups including PP children within the classroom learning environment.</p>	<p>EEF research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes. High quality implementation of reducing class size might consider: Additional opportunities to provide feedback on pupils & Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p>	<p>3</p>
<p>The teaching assistant timetable to be planned so that they are able to be flexible and provide pastoral support if/as required or to plan and provide and more considered support package for a child/group of children. Ensuring TAs have excellent training to ensure</p>	<p>EEF research: making best use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>3</p>

they can provide excellent support for pupils.		
Books for the infant class – support interests of PP children and have high quality oral discussion about reading content both in school and at home.	<p>EEF research: EEF Early Literacy (educationendowmentfoundation.org.uk)</p> <p>Evidence consistently shows that educators can implement approaches that benefit young children’s literacy learning. The EEF’s Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months’ additional progress.</p> <p>Children’s early literacy is dependent on their oral language skills. Approaches for teaching early literacy should, therefore, be used in ways that build on approaches that support communication and language, which are fundamental to children’s literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years Tool kit</p>	2 3

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to deliver targeted one to one support in reading, phonics, writing and maths sessions as necessary. (Two afternoons per week equivalent) £4200 approx</p> <p>Small group support in reading, SPAG and maths for Y5/6 pupils.</p> <p>Lego therapy</p>	<p>EEF research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	2 3

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

Budgeted cost: £12 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing free breakfast club or after school club spaces for any PP child who requires it to ensure that they are ready to learn and start the day with a positive mindset or for families who may be struggling and need additional support at given times. (£500 allocated for unforeseen events)</p>	<p>EEF research: https://educationendowmentfoundation.org.uk/news/eef-blog-magic-breakfast-a-case-study-in-scaling-evidence-for-impact#:~:text=A%20little%20over%20a%20year,in%20reading%2C%20writing%20and%20maths. Low expectations and motivation can all be a result of poor diet and lack of a good meal to start the day.</p>	1 2 3
<p>Fund additional sessions of sports within the school day at lunch time to promote fun and develop social skills and friendship building; to promote excellent physical health and coordination so that more PP can participate in school team and sports cluster activities to further develop self-esteem and confidence in themselves. (allocated £1500)</p>	<p>EEF research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=There%20is%20a%20small%20positive,benefits%20and%20opportunities%20it%20provides. In school the children who participate more widely in sports and/or physical activity have a more positive approach to school, say they are happier in pupil questionnaires and enjoy learning.</p>	2 3
<p>To help support and fund Forest School provision across school via our TA/HLTAs to deliver Forest School sessions from EYFS to Year 6 to promote wellbeing, confidence, outdoor skills, social development and wider opportunities (£1000)</p>	<p>EEF research on outdoor and adventure learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Our children gain hugely from their Forest School learning which impacts their skills and confidence across the curriculum. This has been clearly seen after we extended FS learning across KS2. Pupil questionnaire results reflected this seen/felt impact by staff and pupils' concentration and determination in the classroom including collaborative and discussion skills.</p>	1 2 3
<p>To have weekly choir club with planned performances both in school, church, local community events such as the village Christmas craft fair as well as to perform in larger local area choir concerts.</p>	<p>It has been clear in school that those children who have regularly attended choir and taking part in wider activities have developed in confidence and enjoyment. This has had an impact across all of school and into drama and other areas where children need to be able to communicate publicly. They also love singing which</p>	1 2 3

(£1600)	impacts their concentration in the afternoon and general wellbeing.	
Well planned transition arrangement into EYFS from nursery providers to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school and so pupils are confident as they start school. £200	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	2 3
The Wellbeing Lead to support all staff with wellbeing strategies and to provide one to one support for a child if structured support is needed. (1000) Additional resources available for the wellbeing lead in school if required to ensure these support strategies can be implemented. (£500) Pastoral Support/strategies for parents may include: <ul style="list-style-type: none"> • CAF/ TAF process with vulnerable families- allowing them to access key services. Attendance monitoring and meetings when needed. • Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance if required. • Link with PAST team, SEND team and Health Professionals if required. 	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health	2 3
Other wider strategies used in school to support PP children. Funding to support visitors into school/access online experiences to widen life knowledge: National theatre Performances/Visiting drama/ groups/Walk Thru the Bible/Mini Beasts visit/Ribble River Trust etc/Forest School	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. Work the Health and Well Being Lead carried out last year – see the reviewed plan. Pupil attitude questionnaires	1 2 3

<p>resources/Sing Together/ taking part in events at church-diocese (inc travel costs) £1500</p> <p>Opportunities to play an instrument for no cost Allocated £500</p> <p>Funding to attend visits and trips (50% of full cost) £2000</p> <p>Providing high resources to have a reflection/prayer areas to give pupils skills to be quiet and reflective as a tool for self-care. £300</p> <p>Resources to support/encourage a high level of attendance</p> <p>Working closely with other local schools on cross-school programmes such as a focus on careers, developing spirituality, transition, Y6 pupils visiting county hall with other local schools in a cluster. (mainly related travel costs to school) £700 (cost of two buses)</p> <p>Being involved in school sport intra and inter sporting activities and competitions.</p> <p>Being part of pupil leadership teams/councils/sports leadership</p> <p>Taking part in drama/music opportunities in school which PP funding helps to subsidise costumes/make up for the event as whole</p> <p>Taking part in charity fundraising events</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>	
<p>Small contingency fund for acute issues. £1000</p>	<p>Based on previous experiences we need to plan for a small amount of funding to be available to be able to quickly meet needs that have not yet been identified.</p>	

Total budgeted cost: £ 25 217

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Intended Outcome 1: To close the gaps in learning, progress and attainment caused by the pandemic.

Almost all PP pupils have now closed either academic and social gaps created by Covid. There are still a very small number of our PP children for who retaining the 'caught up' learning is not fully embedded which has meant that not all pupils who should have achieved a great depth of learning at the end of Key Stage 2 did so. % data has not been used due to the very small numbers of PP children in KS2. Our results compared to national standards are either in line or above and significantly above for writing standards.

Intended Outcome 2/3: Progress in phonics / reading & achieve at least expected attainment in KS1 / KS2 Writing for PP chd 50%

In June 2024, 100% of our PP achieved a good score in the Phonics Screening Check with 89% of the whole class achieving a pass with almost all children scoring at least 35. This is built on the previous year's results in June 2023, when 100% of our PP children achieved the PSC with 90% of all Y1 children achieving the standard – this is above national standards.

100% of our infant pupils achieved at least ARE in reading in June 2024 – however there were no PP children in year 2 in June 2024. 90% in Y6 achieved ARE in reading. 36% in KS1 achieved GD with 18% in KS2. All PP in KS2 made at least expected progress with some making outstanding progress.

There were no PP children in Y2 in June 2024. 82% of all Y6 achieved the expected standard in writing in June 2024, 66% of PP achieved ARE, with 36% (no PP pupils) achieving GD.

Intended Outcome 4: 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

The pupil survey (July 24) analysis showed that all PP children reported feeling happy and safe in school. Almost all PP children are accessing extracurricular activities either at lunchtime or at after school clubs. The continuing of the choir this year has been a built on and boosted the impact of this addition to school life and the funding of a sports

coach in school has enabled us to run four additional sports clubs which are very well attended by pupils across school. Sports standards in school, enjoyment of participation in the wider sports partnership events has improved and we always have more children interested in every event than we can accommodate which was very different to the situation three years ago. Almost all our PP children participate actively in sports across school and the early impact of the additional organised sports is evident. One of the senior staff from our sports partnership commented on the increased standard and enjoyment from our children compared to other schools.

Intended Outcome 5: Improve attendance - To aim for all disadvantaged pupils to have an attendance rate of at least 97% and to be consistent throughout the week

Whole school attendance for the autumn term 2023 was 96.7%; for the spring term 94.3% and for the summer term was 95.8%. (note: national attendance rates were 92.9% for the same period). This was due to several families taking unauthorised holidays in term time, which given the small numbers of children in school hugely affects our % headline figure. Almost all of our PP children have excellent attendance over 97% for the year but there is still a gap in attendance for a very small number of PP children.

We achieved almost all the identified targets in our Pupil Premium Plan for 2021-2024. For those few areas where we did not have the impact that we had planned for, there has been significant work and progress has been made. This work will continue into the next Pupil Premium cycle.

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
Purple Mash	EdTech Impact
SATs Companion	Sats Companion
Kapow – Art & Design and Design Technology	Kapow
Floppy’s synthetic Phonics Programme	Oxford
Language Angels – French	Language Angels
Fast Forward Grammar 1 and 2	Lancashire County Council

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We do not receive any funding for this.
The impact of that spending on service pupil premium eligible pupils