



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year, 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	450
Proportion (%) of pupil premium eligible pupils	18%
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)	1 year due to the growth of our school
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Eskelson
Pupil premium lead	Claire Eskelson
Governor / Trustee lead	Ian Marlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,272
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£92,272

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium (PP) is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged pupils. The intention of PP funding is to directly benefit the children who are eligible, helping to narrow the attainment gap between them and non-disadvantaged pupils.

The PP funding can be used to support other pupils with identified needs, such as pupils who have or have had a social worker, or pupils who act as a carer. It can also be used for whole class approaches, for example, high quality teaching, which will also benefit non-disadvantaged pupils. In line with the EEF's recommended approach, academies should particularly prioritise high-quality teaching. Academies are not required to allocate PP funding to every approach on the menu, but any activity funded through PP must fall under one of the approaches listed.

At The Pathfinder CofE Primary School, our intention is that all pupils, irrespective of background and challenges, have the best education and life chances through nurturing our values. We therefore consider both academic and emotional/personal development as equally important; a child who is ready to learn will engage and achieve.

A knowledge-rich curriculum combined with high-quality teaching and the underpinning of our Christian ethos, underlines our whole school approach. This will ensure that pupils leave us with a rich understanding of the world around them, a sense of belonging and the knowledge to participate in meaningful conversations as they take their place in society.

The Pathfinder CoE Primary School uses a tiered approach to PP spending which includes improving teaching, targeted academic support and the use of wider strategies to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading – literacy levels of disadvantaged pupils are below national on entry. Low levels in literacy have an impact across the curriculum. Their vocabulary and cultural capital are also affected due to lack of exposure to wider reading.
2	Speech, language and communication levels of disadvantaged pupils are significantly below national on entry.
3	Social, emotional and general welfare support – many pupils require additional pastoral support e.g SEMH; support within the home, and require mentoring/counselling or additional support.
4	Attendance and punctuality

5	Teaching – time for staff to engage in continuous professional development.
6	Our Pupil Premium pupils form a large % of our in-year admissions; they join across a range of age groups.

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
Narrow the gap between Pupil Premium and non-Pupil Premium	• Implementation of Complete Maths/Complete Tutor • Implementation and further embedding of the English curriculum and pedagogical approaches based on Reading Reconsidered and The Writing Revolution • Implementation and further embedding of the Primary Knowledge Curriculum and evidence-based pedagogy • Additional support and interventions for identified pupils such as pre-teaching; additional resources and scaffolds to access and complete work • Support further development of early reading through embedding Sounds-Write (synthetic phonics programme)
Raise the attendance of PP children	• Revised attendance processes including weekly attendance meetings so that attendance is closely monitored and early intervention takes place when attendance falls below 95%
Enhance the resilience and emotional well-being of PP pupils so that they are enabled to engage with learning	• Family worker role in school to support PP pupils where intervention is required for SEMH • Ensure all staff are trained in introduction to mental health and there is a robust mental health/well-being strategy in place

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: £29,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and LSAs to access high-quality CPD in order to meet the needs of our PP pupils - Subject leadership - Reading - Writing - Maths - Teach Like a Champion - Assessment - Sounds-Write Training	• Education Endowment Foundation (EEF) Guide to Pupil Premium – tiered approach – improving the quality of teaching – both the planning and implementation – is almost always supported by high-quality professional development • Good teaching is the most important lever schools have in order to improve outcomes for disadvantaged pupils. Using the PP finding to improve the quality of teaching benefits all pupils and has a particularly positive effect on pupils eligible for PP • Ensuring an effective class teacher in every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for PP spending	1,2,3,5
High Quality Teaching through our progressive model, knowledge-rich curriculum	• The EEF details significant progress made at primary level where mastery approach has been implemented, indicating mastery learning has been used successfully across the curriculum but particularly for reading, maths and science	1,2,3,5
CPD for Learning Support Assistants	• The EEF states that schools need to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The research has also shown that improving the nature and quality of TA's talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes	1,2,3,6

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

Budgeted cost: £ 32,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring for identified Y6 pupils	The EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	1,3
One-to-one tutoring for identified Y5 pupils	The EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	1,3
Speech, Language and Communication structured intervention	The EEF evidence indicates that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. EEF research suggests that oral language interventions may support disadvantaged pupils to catch up with peers	1,2,3

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

Budgeted cost: £ 31,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financing of Family Worker role. Family worker working 1:1 with PP pupils to improve their well-being where intervention is appropriate. Family Worker working with parents to improve the attendance of identified PP children	- Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice. - These are key findings from guidance published by the EEF	2,3,4
Supporting funding for access to extra-curricular sporting activities for PP pupils	EEF evidence suggests that there is a small positive impact of physical activity on academic attainment.	3,4

Supporting funding for Y6 PP pupils to take part in the residential trip and activities	• EEF evidence suggests that there is a small positive impact of physical activity on academic attainment.	3,4
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Total budgeted cost: £ 92,272