# Urmston Primary Pupil premium strategy statement 2024-27

## This statement details our school’s use of pupil premium funding to help improve the attainment and overall educational experience of our disadvantaged pupils, as well as some other children who might benefit.

## 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

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| Detail | Data |
| School name | Urmston Primary |
| Number of pupils in school | 492 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027  **Version 1 (24-25)** |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Simon Parker |
| Pupil premium lead | Helen Cooper/Simon Parker |
| Governor / Trustee lead | Karen Smyth |

**Funding overview**

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| **Detail** | **Amount**  **2024-25** | **Amount**  **2025-26** | **Amount**  **2026-27** |
| Pupil premium funding allocation this academic year | £63,070 |  |  |
| Recovery premium funding allocation this academic year | £2,501 |  |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £14,457 |  |  |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £80,028 |  |  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Ultimate objectives   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in all subjects and to ensure all disadvantaged pupils in school make or exceed nationally expected progress rates in line with non-disadvantaged peers in school. * For all disadvantaged children’s emotional and social barriers to learning to be addressed in order for them to be confident and independent learners. * To ensure all disadvantaged pupils have opportunities to access learning opportunities beyond the classroom.   Achieving these objectives   * 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 our school. * We will ensure that adaptive teaching and learning opportunities meet the needs of all pupils and provide additional opportunities too disadvantaged pupils. * We will ensure that parents are aware of the financial support that is in place for their children. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A high proportion of our Pupil Premium children also have identified complex additional needs or SEND. |
| 2 | Some children eligible for Pupil Premium still do lack stamina to read sustainably and fluently and this remains case in early reading and phonics. |
| 3 | Although there are some year groups where disadvantaged pupils are in line or even exceeding their peers in writing, sustained support and challenge is required and focus on vocabulary, grammar, punctuation and spelling will need to continue, as there remains a trend across the school. |
| 4 | Disadvantaged children continue to be affected due to the cost of living crisis and additional recovery support will be ongoing to ensure attainment and progress is in line with non-disadvantaged peers in Maths. |
| 5 | Some disadvantaged pupils continue to have significant social and emotional barriers to learning. |
| 6 | Some disadvantaged pupils’ parents are not fully engaged in supporting their children’s learning. |
| 7 | Some children cannot access extra-curricular activities. |
| 8 | Some children’s attendance continues to be weaker. |

## 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.

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| Intended outcome | Success criteria |
| Social and emotional barriers to learning of disadvantaged pupils will be removed/ lessened and wellbeing will be enhanced, leading to greater levels of feeling safe and happy and improved attitudes towards learning. | Sustained high levels of wellbeing by 2024-27 demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and staff observations, illustrating the following: * positive learning attitudes * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * enhanced social skills and collaboration with peers |
| Improved attitudes towards reading and maintained positive attainment among disadvantaged pupils. | Consecutive KS2 reading outcomes in 24-27 show that the percentage of disadvantaged pupils meeting the expected standard is in line with their peers’ strong attainment, levels that have been maintained over the three year period. |
| Standards in writing of disadvantaged pupils is improved across all year groups. | KS2 outcomes in 24-27 show that writing standards of disadvantaged pupils is in line with their peers, and in-house tracking evidences the same across the school. This trend is ongoing. |
| Standards in maths of disadvantaged pupils is improved across all year groups. | KS2 outcomes in 24-27 show that maths standards of disadvantaged pupils is in line with their peers, and in-house tracking evidences the same across the school. The trend is ongoing. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:   * the overall attendance figure being no less than 97% with disadvantaged pupils being no less than 95%. * the unauthorised absence rate for all pupils being no more than 0.4%, with disadvantaged pupils being no more than 0.5% * the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with this. |
| All disadvantaged pupils will experience equality of opportunity in terms of personal development opportunities. | Engagement in extra-curricular activities and curriculum enhancement will be significantly higher, evidenced by data illustrating uptake and qualitative data from pupil voice. |
| Parents of disadvantaged pupils will be fully engaged in their pupils’ learning and support them as necessary. | High rates of disadvantaged pupils will attend meetings, workshops and forums. |

## 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: 32,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued appointment of PPG Lead | By utilising the PPG for the Pupil Premium Lead, we ensure that provision is facilitated well, awareness amongst staff is thorough, and ‘disadvantaged’ children’s progress is tracked thoroughly, with appropriate steps subsequently taken. This has been working brilliantly and is evidenced by the impact reports, target setting and staff’s awareness and understanding of children’s needs. | **1-8**  Facilitates PPG provision and supports the Inclusion Practitioner and all staff. Ensures thorough tracking of disadvantaged children and supports target setting and meetings with staff, in working with the IP and liaises with the HT on impact of provision. Raises awareness and continual focus on PPG support and challenge. |
| Continued appointment and application of Inclusion Practitioner | ‘The EEF guide to supporting school planning: A tiered approach to 2021’ recognises, as do we, the impact that targeted intervention can have. The smaller group sizes here, along with QFT, will ensure additional support for the children who need it most. Our actions here provide a smaller group. The EEF state that *‘Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’* | **1-8**  The role of ‘Inclusion Practitioner’ was created with the knowledge that there is significant crossovers between the three purposes of her role: SEN support; ‘disadvantaged’ pupil support; and pastoral and SEBD support. Not only will the Inclusion Practitioner work with pupils who are ‘disadvantaged’ but she will also work with the pupils who come under SEN or SEBD, therefore maximising the use of her time and ensuring the flexibility needed to support our pupils who need it most. The role may also include working with pupils in class and will certainly include strong collaboration with class teachers and TAs. |
| PPG Review with DBE | We have found that support from external providers and experts offer an objective viewpoint and point out things about our provision we may not have thought of, offering further advice and guidance on how to enhance our practice and procedures. | **1-8**  The purpose of the Review is as follows:  1. To demonstrate that the school is providing value for money for its PP spending  2. To identify the evidence of the impact of the school’s PP strategy  3. To review the school’s Pupil Premium Policy and align it with its strategies  4. To build a Vulnerable Pupils Team by involving your business manager, designated PP governor and the SENCO in the PP review.  It will enable an objective viewpoint and offer next steps, ensuring we have procedures in place that have a positive impact on our disadvantaged children and that they are getting the support that they need. |
| PPG Lead to meet another PPG Lead from another school. | Support and guidance from professionals who already lead and facilitate the Pupil Premium Grant in an outstanding school will be hugely beneficial to the Pupil Premium lead. This will give her ways to enhance our practice and procedures. | **1-8** |
| Whole staff training in metacognition (Thinking School) | The EEF Teaching and Learning Toolkit delves deeply into the impact of metacognitive techniques and states that enhanced self-regulation amongst children can add up to seven months progress. It states, *‘The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.’* | **1-5**  Training done to date has not only given teachers strategies, tools and resources to aid an enhancement of independence (such as ‘thinking frames’ and ‘thinking moves’), it has also started to highlight facets of metacognition related to self-regulating learning attitudes and behaviours. The impact will be on all elements of learning. |

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

Budgeted cost: £13,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured intervention and support by Inclusion Practitioner (KW) | See above. | **1-5,8** |
| Supply cover for pupil progress strategy meetings | Meetings with all teachers is essential to providing clarity of provision, resources and staff deployment. Professional dialogue with staff and their awareness of the needs of their children says everything about the absolute necessity of this communication and time to share this effectively. | **All** |
| Training in Dynamo Maths and delivery of bespoke maths curriculum for lower attaining and SEND disadvantaged pupils | Use of a graduated approach recommended by the SEND Code of Practice – Assess, Plan, Do/Intervene/Review – utilising the program and delivered in small groups and 1-to-1 where appropriate – EEF states:  1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress.  The program can also be accessed at home so children can continue their learning and parents can engage further. | **4, 6** |
| Phonics Bug training and training with literacy lead | The value here is clear.  *‘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.’ (EEF Teaching and Learning Toolkit) | **2**  TAs yet to be trained, be trained in Rapid Phonics interventions to support lower attaining readers. Further phonics training for teachers and TAs will ensure subject knowledge is further enhanced for whole school provision. |
| Small group intervention/ tutoring  Employment of additional TA3 | The evidence from the EEF is clear.  The EEF toolkit states:  1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress.  Oral language interventions can lead to up to 6 months additional progress. | 3, 4  There are a number of pupils, specifically in Y3, 4 and 5, who are SEN and some of whom are ‘disadvantaged’ also. Our attainment tracking shows that they had been significantly affected by the pandemic and consequent lockdowns and this small group intervention/tutoring will accelerate progress here, with close communication with the class teachers being essential. Work will be done specifically on writing in Y3 and Y4 and writing and Maths in Y5, the last academic year duly being with the Y3 and 4 pupils. |
| Structured intervention in KS1 – HLTA | The EEF toolkit states:  TA intervention can make up to 4 months additional progress.  1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress.  Oral language interventions can lead to up to 6 months additional progress. | 2, 3, 4  Our skilled HLTA will be utilised to lead structured intervention in KS1 to support those children who need it most. Working closely with class teachers, she will take small group interventions in maths, reading and writing. |

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

Budgeted cost: 35,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and emotional learning intervention (led by all staff but most specifically a pastoral care team consisting of the Inclusion Practitioner, lead and SENDCO. Support from CBT and Play Therapy. | As mentioned above, part of the IP’s remit is to support wellbeing/behaviour and social and emotional learning behaviour and her timetable is split by PP, SEND and elements of SEBD. This is part of the school’s pastoral and wellbeing offer. Again, the EEF states, ‘*On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.’*  Furthermore, the IP will support SP/HC in monitoring attendance and implementing strategies to improve. The EEF’s Attendance REA Report (March 2022) states the benefits of the following areas:  *- Mentoring*  *- Parental engagement*  *- Responsive and targeted approaches*  *- Teaching of social and emotional skills*  *- Behaviour interventions*  *- Meal provision*  *- Incentives and disincentives*  *- Extracurricular activities*  Part of the IP’s role will be supporting and facilitating support in these areas. | **1, 5, 8**  Pupils who require social and emotional support, either due to circumstances at home, or through academic challenges, will be supported through either structured programs such as Drawing and Talking/Lego Therapy or by more fluid pastoral care and one-to-one support. As the evidence suggests, this support, done effectively, will not only enhance wellbeing but lead to additional academic progress. Cognitive behavioural Therapy and Play Therapy will also be utilised but these will need to be sourced externally. Addressing attendance through means noted to the left, as well as through access to provision such as Breakfast Club, will also form part of this activity. |
| ELSA Emotional Literacy (and Relationships) Support Assistant) | In addition to the above, the EEF’s toolkit on SEL states that in collaboration with whole school and universal programmes, ‘more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.’ This can lead to an additional four months progress in a school year. It is key that we monitor the effectiveness of this, in line with whole school programmes and procedures, such as becoming a ‘Thinking School’. | **1, 5, 6, 8**  Mrs Ball is already a highly skilled HLTA who supports numerous junior children who are disadvantaged and vulnerable. Whilst the enhanced role of the ELSA will be for further social and emotional support, enabling pupils to be in a positive and able mind-set for learning, other challenges to learning may also be addressed, in working both 1-to-1 and in small groups. Challenge 5, and the behaviour that this brings, means that a skilled and highly trained person can supplement strong universal practice. The PHSE Lead will work closely with the EL and R SA to ensure strong consolidation of self-regulation and support strategies – shared training between the two deepens that consistency. The role of the ELRSA will also draw practice together and embed a more graduated approach to emotional and social/mental health support. Strong relationships in engaging parents will also form a key part of the role as it currently does, mostly in the infants, with the Inclusion Practitioner. The ELSA will work closely with the Inclusion Practitioner and the SENDCO due to the crossover of SEND and disadvantaged with the need for specific emotional and social support. The need here is greater in KS2 and this is where the ELSA will focus most intently, building on her current pastoral role. |
| Enhancing children’s resilience and social and communication skills through Forest School provision. | The EEF states that, Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.’ | **1,5,7,8**   * Working closely with the Nebula centre, who deliver forest school for whole year groups and enable staff development * Taking small nurture groups to aid support for SEND/disadvantaged pupils in particular with their resilience, self-confidence, independence and overall wellbeing and mental and emotional health |
| Engaging the families facing most challenges | EEF Toolkit states that:  Parental engagement has a positive impact on average of 4 months of additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | **7,8**  - Working closely with the LA where Early Help support is needed  - Ensuring accurate and effective communication/timetabling/staff deployment for pastoral care team  - Time for PPG Lead and practitioner to meet and discuss progress and needs of children/families  - Financial support for families for wider opportunities |
| Ensure that disadvantaged children are offered the same extra-curricular and enrichment opportunities as others. | EEF Toolkit states that pupils can make an additional:  3 months progress if engaged in arts participation  1 month progress if engaged in sports provision  5 months progress if engaged in social and emotional support | **1, 5, 7,8**  Increased numbers of disadvantaged pupils accessing extra-curricular activities, including learning an instrument if so desired. Strong communication with parents in maintaining their awareness of the extra-curricular clubs offered at UPS. Financial support for trips/residentials will mean that no pupils miss out on enrichment opportunities. |
| Book in a box | Book in a Box is an exciting and easy to use service which regularly provides good books for children from all backgrounds. Through this service, we continue to engage more children and give them exposure to high quality texts to help them on their reading journey. Parents have regularly stated the benefits of this and are clear and ongoing. | **1, 2, 3**  Book in a box provide a monthly box which is posted to the children’s home address. These are designed specifically for Primary age children. Every box includes; a high quality, age appropriate book, a magazine, as well as resource sheets and stationery. The following states why engagement in reading is so key.  *‘Across KS2, 65% of disadvantaged pupils attained their age-related expectations for reading compared to 88% of their non-disadvantaged peers. The attainment data shows that our disadvantaged pupils in KS2 are not attaining in-line with their non-disadvantaged peers.’*  *UPS 2023-2024 End of Year Tracking Report* |
| iPads for loan to pupils eligible for the PPG | It is clear and obvious that pupils will be able to engage more when accessing learning opportunities at home. | **2, 3, 4, 6**  This will be via the apps for ‘Bug Club’ reading, ‘Lexia’, ‘Dynamo’ and ‘TTRS’ and will aid progress and attainment for reading, writing and maths. It will also impact positively on parental engagement in pupils’ learning. |

**Total budgeted cost: £80,028**

# 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 2023 to 2024 academic year.

## The outcomes below are also evidenced in termly impact reports

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| **Aim** | **Outcome** |
| A high proportion of our Pupil Premium children also have identified complex additional needs, either social and emotional, or SEND | The work done by the Inclusion Practitioner in supporting pupils and working with both the SENDCo and the PPG Lead has meant that communication in how to support pupils with SEND and who have social and emotional needs has been thorough and children have benefitted in being able to be in a more positive mindset in accessing their learning. |
| Some children eligible for Pupil Premium lack stamina to read sustainably and fluently, with this being consolidated due to school closure during the pandemic. This is particularly the case in early reading and phonics. | A great deal of focus and support has been placed on reading across the school and impact has been clear.  Our Year 1 and year 2 phonics screening results have been positive for our pupils eligible for the PP.  Y1 in June ’24 = 100% of the pupils eligible for the PPG compared to 80% of all Year 1 pupils.  Y2 = 100% of those eligible for PPG compared to 82% of all Year 2.  The school’s reading practice and procedures for teaching, learning and intervention have been robust and progress made. 83% of PP children in KS1 were at the ‘expected standard’ at the 23-24 year compared to 84%, which is clearly in line with their peers. The work done by the HLTA and training for TAs in Rapid Phonics and those materials has had a positive impact and work will continue to develop comprehension skills.  At the end of KS2, 65% of ‘disadvantaged’ pupils reached the expected standard (6/8) compared to 84% of all pupils at UPS and compared to 74% of all children nationally reaching the expected standard. |
| Writing has been the area most affected by the pandemic at our school. It affected disadvantaged children due to missing out on the sustained support and challenge required and focus on vocabulary, grammar, punctuation and spelling will need to continue. | The school’s English plan to aid academic recovery following the pandemic has supported all pupils’ writing and has evolved over the course of the last three years. 64% of all pupils were ‘expected’ in KS1. However, just 5/12 (42%) ‘disadvantaged’ pupils reached this standard. Support is still needed here and this is why this challenge will also remain for the next strategy statement.  At the end of KS2, 75% (6/8) of ‘disadvantaged’ pupils reached ‘expected’ compared to 85% of all UPS pupils and 72% of all pupils nationally.  This continues to illustrate the positive impact of provision, yet this will need to continue. |
| Disadvantaged children had been affected due to the pandemic and additional recovery support will be ongoing to ensure attainment and progress is in line with non-disadvantaged peers in Maths. | In KS1, 7 out of 12 ‘disadvantaged’ pupils reached the expected standard compared to 82% of all pupils. Work will continue here.  At the end of KS2, 5/8 (63%) of ‘disadvantaged’ pupils reached the expected standard with one child reaching greater depth. This compares to 87% UPS (37% GD) and 73% national. Again, work will continue. |
| Some disadvantaged pupils continue to have significant social and emotional barriers to learning. | Due in part to the ongoing social and emotional impact of the pandemic on children, and increased anxiety and self-esteem challenges that current society creates, pastoral care and support has been of paramount importance. There have been a variety of measures in place with the Pastoral Care Team, including Drawing and Talking and Lego Therapy, other 1-to-1 and small group support. This has had a positive impact on children’s mindset and learning behaviours and this is set out in the school’s Provision mapping/tracking and Impact report for 2024-25. This will continue to be an aim next year due to it continuing to be a possible barrier to some children’s learning. |
| Some disadvantaged pupils’ parents are not fully engaged in supporting their children’s learning. | School will continue to encourage parents to attend events in school as these are now on the increase. Staff will use telephone calls and meetings with parents to encourage more engagement of their child’s learning both at school and at home. |
| Some children cannot access extra-curricular activities. | Financial support continues for those families who need it. We have, and will, support them in payment for breakfast club, after school club, sports clubs, music clubs and residentials. |
| Some children’s attendance has been weaker since the pandemic. | Attendance was tracked for those children whose attendance had fallen below 95%. The average attendance for disadvantaged pupils was 89% compared to 96% of all pupils.  Tracking by the Headteacher, PPG Lead and Inclusion practitioner will continue. |

## 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.*

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| Programme | Provider |
| Lexia - an online reading support targeted for individual needs | Lexia Reading Core 5 [www.lexiacore5.com](http://www.lexiacore5.com) |
| Dynamo Maths – targeted maths intervention program | JellyJames Publishing <http://www.dynamomaths.co.uk/> |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
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# Further information (optional)

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| *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.*  This is the third year of this strategy and summarising it here is tricky as over the course of the last three years, a great deal of work has gone in to dealing with each of the nine barriers. Much has been successful, particularly with the small group work of the previous three years impacting positively on attainment, but there have also been some erratic outcomes. Further work needs to be done with each of the challenges with attendance being a key one. It has been tracked rigorously and a lot of work has been done with parents, in line with our attendance policy. Absences have nearly always been authorised for illness and when school staff, especially the headteacher, has spoken to parents about their children’s happiness at school, they have said that the children love school and want to be there, but are just unwell.  The new strategy for 24-27 has been discussed with staff and governors and all agree on the challenges that we have continuing, with a couple of initiatives being added. Without exception, the greatest challenge is that of our SEND pupils and the barriers which cross over with pupil premium, as well as the social and emotional needs of the children increasing exponentially since the pandemic. This is a widespread problem and one which we have dealt with well, and will continue to do so. If children are not ready to learn mentally and emotionally, they will not respond positively academically and so many of the initiatives for 24-27 will begin with a focus on wellbeing and wider strategies, with the work of the ELSA and relevant training here being key, as well as the training with the child and family therapist, our play therapist and our inclusion practitioner, enabling further skilled support for our children’s mental health. |