

Lift Schools documents

Pupil Premium Strategy Statement

Domain of application	Plumberow Primary School
Review cycle	Annual
Approved by	David Atter, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

Pupil premium strategy statement – Plumberow Primary School

School overview

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.

Detail	Data
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	5.4%
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)	3 years 2024/25
Pupil premium lead	Nicki Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,830
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 (enter £0 if not applicable)	£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>	£66,830

Part A: Pupil premium strategy plan

Statement of intent

Plumberow is a friendly primary with an enriched, engaging and innovative curriculum that enables children to uncover a world of possibilities - inspiring each and every child to fulfil their true potential. By embracing positive partnerships with parents within and beyond the gates of the school - the school ensures that children can achieve excellence.

We believe that education plays a powerful and transformative role in improving life chances. We aim to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Objectives

- To narrow the gap in attainment between the disadvantaged pupils and their peers
- To reduce the attendance gaps between Pupil Premium and non Pupil Premium children
- To provide pupils with high quality teaching and learning opportunities
- To provide each pupil with access to mental health and well-being support
- To provide each child with wider curriculum opportunities

For successful implementation and quality outcomes, the school uses a number of evidence based strategies to support the most disadvantaged pupils. The school uses a combination of educational recovery programmes as well as social and emotional programmes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our Pupil Premium children's attendance was 92.8% for 2022/23 and 93.7 in 2023/24. While this attendance % is above the national average (91.6% in 2022/23 and ? 2024/25.)</p> <p>We want to continue to improve PP attendance through monitoring and supporting families.</p>
2	<p>Pupil Premium children are making expected levels of progress. However, to reach Age Related Expectations we need to work with them to make accelerated rates of progress.</p> <p>We closed the gap between our PP and non-PP children over the academic year of 2023/24, however there is still a gap for us to focus on and reduce further.</p>
3	<p>In 2023/24 the gap between PP and non-PP at the end of KS2 was 16% in writing and 26% in GPS.</p> <p>We will focus on these areas of the curriculum in 2024/25.</p>
4	<p>We want to ensure our PP children have varied and rich learning opportunities beyond the classroom to broaden their experiences.</p>

5	A proportion of Pupil Premium children have additional or SEMH needs, requiring personalised support in a range of areas.
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Intended outcomes

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

Intended outcome	Success criteria
To improve attendance of all pupils so that children rarely miss a day.	<ul style="list-style-type: none"> • Attendance team to help support families attend school • Analysis of data and reporting the RED • Target clubs to PP children especially to support attendance • Track every PP children attendance weekly to identify target children • Attendance cards to help target children of concern • Share attendance with class teachers for them to use in discussions especially at Pupil Review Meetings • Letters about the importance of attendance • Contact parents directly • Office team supporting attendance during conversations with parents • PP Pastoral Support - daily check ins, SEMH base • Access to after school and breakfast club for wrap around provision
To close the gap in attainment between the disadvantaged pupils and their peers.	<ul style="list-style-type: none"> • Pupils to have access to high quality interventions • Specific staff employed to implement interventions • Share list of developing (target) PP children in September to help shape interventions and focus • Impact of interventions are tracked through outcomes and Pupil Progress Meetings • High quality CPD for staff to enable staff to deliver effective interventions • Increase PP focus in Pupil Progress Meetings • Attainment data shows a narrowing in the difference between disadvantaged pupils and non • Curriculum development across all subjects • Instructional Coaching being implemented to develop high quality teaching • External moderation and network meetings • Professional development of LSAs • Purchased specific resources for all PP children to use for interventions and additional support
To ensure that all pupils have access to high quality mental health and well-being support.	<ul style="list-style-type: none"> • High quality CPD for all staff so they are able to identify and support vulnerable pupils • Regular check-ins with PP children to review well-being • Access to clubs and wider opportunities to encourage development of skills and interests • SEMH base and support

	<ul style="list-style-type: none"> • ELSA, Drawing & Talking Therapy, Counselling offered across school • Tier approach to support • PP children have access to wider school experiences through trips and special days.
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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: £18,700

Activity	Evidence that supports this approach EEF Guide to Pupil Premium Teaching and Learning Toolkit	Challenge number(s) addressed
LSA support across year groups to provide individualised instruction and support	Teaching Assistant Interventions +4 months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact Small Group Tuition +4 months This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.	2 and 3
Enhancing Read, Write Inc phonics lessons and online tracking assessments	DfE Reading Framework Phonics +5 months Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Plumberow Primary Academy Phonics Page	2 and 3
Daily Reading Lessons from Year 2 (end of Phonics) to Year 6.	Reading Comprehension +6 months Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Each lesson builds and develops comprehension skills using age appropriate text. We have introduced groupings for Reading	2 and 3

	lessons to ensure children are receiving targeted support and provision.	
<p>High quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils.</p> <p>Daily GPS and English lessons to teach skills.</p>	<p>High Quality Teaching Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Implement Instructional Coaching over the year.</p>	2 and 3
<p>Use ELSA, Drawing and Talking programmes to introduce therapeutic support</p>	<p>Social and Emotional Learning + 4 months</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs 	4
<p>Provide ongoing feedback through written and oral marking during lessons.</p>	<p>Feedback +6 months</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement</p>	2 and 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF Guide to Pupil Premium Teaching and Learning Toolkit	

Half termly Pupil Progress Meetings for all year groups.	<p>Work with teachers and Phase Leaders to discuss assessment outcomes. Link targeted interventions to each child to address specific needs. Discuss attendance and SEMH needs alongside outcomes.</p> <p>Small Group Tuition</p> <p>Teaching Assistant Interventions</p> <p>Tiered approach to PP</p>	1, 2, 3 and 4
Purchase web-based programs to be used to support teaching and learning.	<p>1:1 Tuition: impact +5 months</p> <p>We use online programs to tailor support to children, each one meets their individual needs. These are used at various points in the school day to supplement teaching. Online links are sent home to support learning.</p>	2 and 3
RWI 1:1 Tutoring to target gaps of knowledge in lowest 20% readers	<p>DfE Reading Framework</p> <p>Phonics +5 months</p> <p>The 1:1 tuition helps to close gaps in the children's knowledge and understanding by targeting specific skills. These sessions are completed daily and adults receive specific training to deliver the sessions.</p>	2 and 3
Peer Mentoring to encourage children to discuss learning each week	<p>Mentoring +2 months</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Peer Tutoring +5 months</p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> • fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; • reciprocal role tutoring, in which learners alternate between the role of tutor and tutee. <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	1, 2, 3 and 4

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

Budgeted cost: £18,200

Activity	Evidence that supports this approach EEF Guide to Pupil Premium Teaching and Learning Toolkit	Challenge number(s) addressed
Attendance tracking and support to increase % of PP children attending school.	Importance of Attendance Weekly attendance tracking and meeting to review % and any target children.	1
Access to extra curricular clubs in and outside of school to promote wider interests	Arts Participation Physical Activities <ul style="list-style-type: none"> Track PP accessing after school and before school clubs Speak to individual families to offer additional information and support to access clubs Use a pupil survey to gather children views 	4
Free Breakfast club for PP children	Breakfast Club A Literature Review: Impact of breakfast on children's diet, health, and educational success	4
Subsidised school trips	Children are able to access a greater range of activities that support learning. Experiences that pupils may not get at home.	4
Access to funding to support purchasing school uniform	School Uniform Benefits <ul style="list-style-type: none"> Pupils feel part of the whole school through access to the same uniform Children are prepared and ready for the day with necessary equipment Children feel attachment to the school and part of the school ethos 	1
Address individual needs that are impacting on a child's well-being and ability to effectively learn.	Social and Emotional Learning +4 months	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results 2023/24

Early Years Foundation Stage Good Level of Development	% 2024	Gap
All	80%	
Pupil Premium	50%	-32%
Non Pupil Premium	82%	

Year 1 Phonics Screening Passed Test	% 2024	Gap
All	96%	
Pupil Premium	100%	5%
Non Pupil Premium	95%	

Key Stage 2	Reading % 2024	GAP	Writing % 2024	GAP	Maths % 2024	GAP	GPS % 2024	GAP
Age-related +	80%		91%		86%		78%	
ABOVE Age-related	41%		39%		36%		44%	
Pupil Premium	77%	-3%	77%	-16%	77%	-10%	55%	-26%
Non Pupil Premium	80%		93%		88%		81%	
COMBINED	76%							
COMBINED +	24%							

Over the last academic year we worked to close the attainment gap between PP and non-PP children. In 2022/23 the gap in reading was 51%, writing was 50% and maths was 51%. The gap in phonics was 26%. The gap was significantly reduced within phonics attainment and end of Key Stage 2. A key focus for the upcoming year is to build on this and ensure the gap continued to reduce, especially within GLD data.

Reading has been key and the gap has reduced to 3%, moving forward GPS and writing will be key curriculum areas to improve. We have introduced daily GPS lessons and this will allow teaching of specific skills.

Focus children have been shared with teachers in September to ensure all staff know who the PP children are. PP children and their progress is part of Pupil Progress meetings to ensure the children are closely monitored.

Attendance is monitored for all PP children weekly.

2023/24	Weekly %	Weekly PA %	YTD %	YTD PA%
All	96.23	10.30	96.22	6.53
PP	95.70	17.65	94.81	11.76

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
Times Table Rockstars	TT Rockstars
Read Write Inc Resources	Ruth Miskin
Doodle	Doodle Maths & Spell
Oxford Owl	Online book subscription linked to phonic lessons

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>
The impact of that spending on service pupil premium eligible pupils