

# Pupil Premium Strategy Statement



## Smallwood CE Primary 2024 / 2025 Strategy and Budgeted spend

### Smallwood CE Primary 2023/2024 Report

### Smallwood CE Primary 3 year Strategy

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

#### Funding for 2024 to 2025

The PPG per-pupil rate for 2024 to 2025 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,480
Pupils in state funded schools in England attract the service pupil premium grant, at the rate of	£340
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,570

1. Summary information					
<b>School</b>	Smallwood CE Primary Academy				
<b>Academic Year</b>	2024/2025	<b>Total PP budget</b>	£29,470	<b>Date of most recent PP Review</b>	September 2024
<b>Total number of pupils</b>	184	<b>Number of pupils eligible for PP</b>	20 = 10.93%	<b>Date for next internal review of this strategy</b>	September 2025
<b>Headteacher</b>	Iestyn Lewis	<b>PP Lead</b>	Dawn Lwin	<b>PP Director</b>	Andy Rayner

#### Disadvantaged pupils

#### Pupil premium per pupil

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)

£2,570

2. Attainment Yr. 6 (July 2024)				
	<i>Pupils eligible for PP (1 – 3%)</i>	<i>Whole School</i>	<i>National Disadvantaged</i>	<i>National</i>
<b>% achieving in reading, writing and maths</b>	66.67%	90%	46%	61%
<b>% achieving in reading</b>	100%	95.2%	62%	74%
<b>% achieving in writing</b>	100%	95.2%	58%	72%
<b>% achieving in maths</b>	66.67%%	90.5%	59%	73%
<b>% making progress in reading</b>	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024
<b>% making progress in writing</b>	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024
<b>% making progress in maths</b>	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024	No Progress Measure in 2024

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Lower entry point of children. Greater number of children entering EYFS with poor speaking, listening, social and communication skills.	
<b>B.</b>	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.	
<b>C.</b>	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.	
<b>D.</b>	Pupils with social and emotional difficulties; pupils with attachment difficulties and poor emotional literacy who require support to plug gaps in social, emotional and relational education to enable them to be ready to learn.	
<b>E.</b>	To provide financial support for trips, extra-curricular activities and other school costs and opportunities – cost of living crisis will ‘draw’ more families into need.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	To work closely with families to improve attendance and punctuality.	
<b>4. Desired outcomes – Teaching/Outcomes/Wider Approaches</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Lower entry point of children. Greater number of children entering EYFS with poor speaking, listening, social and communication skills.	PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management. Entry and exits assessments completed for those who participate in ELSA interventions. Selected pupils to have weekly support through nurture based support.
<b>B &amp; C</b>	To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium.	75%+ of PP pupils achieving accelerated progress in Maths, Reading and Writing in the majority of classes. That they make progress in line or beyond that of the majority of the rest of the class.
<b>D.</b>	Pupils with social and emotional difficulties; pupils with attachment difficulties and poor emotional literacy who require support to plug gaps in social, emotional and relational education to enable them to be ready to learn.	Pupils who require support to be provided with ELSA support and appropriate small group interventions to build better emotional resilience and regulation. Look at IT poverty and how we can support this and address online safety. Introduce nurture support for specific pupils.  Train and deliver nurture provision for specific pupils as a focused intervention for those with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class and those pupils then integrating fully back into their ‘home classes and being enabled to develop friendships and secure

		relationships which are appropriate, equally matched and thereby raising their academic achievement due to increased understanding of others, improved self-confidence and better communication skills.
<b>E.</b>	To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion. Reflecting this position may change over the year as impact of the cost-of-living crisis takes hold.	Improved wellbeing and friendships for PP pupils as a result of inclusion with peers in a wide range of activities through developing cultural capital.
<b>F:</b>	To work closely with families to improve attendance and punctuality.	90% of PP/PP+ pupils to achieve attendance of 95%+ and 95% + on-time arrivals for each school day. Addressing post Covid dip in attendance.

## Statement of Intent

### Rationale

Smallwood CE Primary Academy is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

### Background

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips annually and for widening pupils' awareness of the wider cultural diversity e.g. trips, visitors to school.

### Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

#### High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

#### High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

#### **Early Intervention**

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

#### **Inclusive Provision**

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

#### **High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

#### **Emphasis on Basic Skills**

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

#### **Strategies**

##### **Identifying Need**

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

##### **Identifying barriers to Learning**

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

##### **Use of Data**

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.

- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

**Provision**

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

- Small group interventions
- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

**Reporting**

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.

Date of next review: September 2025

<u>Financial year</u>		<u>Amount of Pupil Premium funding budgeted</u>			
<b>2024-25</b>		<b>Funding: <u>£29,470</u></b>			
<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>
<b>Support of pupils for trips and residential/after</b>	£150 per pupil allocated. (19 x £150 = £2,850)	Continued required support to ensure	Funding ensures all pupils able to access extra-curricular and enrichment activities – money paid out for estimated 19 pupils over the year	Inclusion Highly successful	Class Teachers/Admin Administrator.

<b>school clubs/music lessons/enrichment opportunities/transport</b>		inclusive education			
<b>ELSA Intervention</b>	£3000	Continued activity	Initiative for selected pupils. Six week programme of one hour sessions. Focus to develop confidence, resilience, inclusion, team work and to build emotional wellbeing	Inclusion and raised positive profile with peers and staff. Increasing 'positive buy into' school. Confidence and resilience grows.	Class teacher/SENDCO/SLT
<b>ELKLAN Support</b>	£4000	New Initiative	Support for communication and language barriers	To improve the communication and language skills of targeted children.	ELKLAN Lead/SENDCO/Headteacher
<b>CORAM Beanstalk</b>	£1380	Continued Activity	Initiative for selected children to support reading with Year 3 children	Improved language and communication skills leading to better life long literacy skills, improved academic outcomes and sense of inclusion.	Class Teacher/SENDCO/Headteacher
<b>Renaissance Accelerated Reader Year 3 cost</b>	£1484	Continued Activity	Accelerated Reader Licence that enables accurate and ongoing monitoring and tracking of children's reading.	Targeted approach to picking up non-readers Assessment and data for tracking and monitoring Higher engagement in reading Abling staff to identify and target specific children	Headteacher/PP Lead/SENDCO
<b>National College Membership and other external CPD</b>	£1494 £1000	Continued Activity	Whole staff CPD programme to support quality of teaching and learning and to devise effective and efficient interventions	Skilled and trained staff	Class Teacher/SENDCO/Headteacher
<b>Targeted therapy provided from our CECP agreement or in house e.g. Play Therapy or Speech and Language support</b>	£4500	Continued Activity	To work with the children who need a more specialist approach to their emotional wellbeing and early language support.	All children were discharged with strategies to use at home and school. No further interventions were needed	Class Teacher/SENDCO/Headteacher
<b>Additional SENCO and PP Lead Support</b>	£3750	Continued Activity	Additional time for SENDCO to work with PP and PP+ pupils that also have SEND/First concerns. Attendance at PEP meetings	Social and Emotional Wellbeing Pupil Voice Early intervention Leading to better life-long outcomes	Headteacher/PP Lead SENDCO

<b>Additional TA hours to deliver social and emotional sessions and support PP children across school. Key Attachment adults to help support children with anxiety to come into school</b>	£5000	Continued Activity	Additional support to children who struggled to regulate their emotions and socially. Class and targeted support to ensure children are able to access learning.	PP children targeted for emotional and social support Progress made with emotional regulation More	Headteacher/SENDCO
<b>Ready Steady Phonics</b>	£925	Continued activity	High quality phonics scheme to ensure that all children benefit and make good progress and achieve well.	Specific Keep up programme a part of the scheme and targeted intervention where necessary	Class teachers/SENDCO/PP Lead/Headteacher
<b>TT Rockstars</b>	£110	New Activity	High quality times tables scheme to ensure that all children benefit and make good progress and achieve well.	Closing the gap and to achieve the national average for the MTC.	Class teachers/SENDCO/PP Lead/Headteacher
<b>Total budgeted = £29,493</b>					

<b>Financial year</b>		<b>Amount of Pupil Premium funding spent</b>			
<b>2023-24</b>		<b>Funding: £16,005 + £2030 Recovery Premium = £18,035</b>			
<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>



<b>Support of pupils for trips and residential/after school clubs/music lessons/enrichment opportunities/transport</b>	£2345	Continued support to ensure inclusive education	Funding ensures all pupils able to access extra-curricular and enrichment activities – money paid out for estimated 15 pupils over the year	Inclusion Highly successful	Class Teachers/Administrator.
<b>ELSA Intervention</b>	£3053.90	Continued activity	Initiative for selected pupils. Six week programme of one hour sessions. Focus to develop confidence, resilience, inclusion, team work and to build emotional wellbeing	Inclusion and raised positive profile with peers and staff. Increasing 'positive buy into' school. Confidence and resilience grows.	Class teacher/SEND/CO/SLT
<b>ELKLAN Support</b>	£2756.90	New Initiative	Support for communication and language barriers	To improve the communication and language skills of targeted children.	ELKLAN Lead/SEND/CO/Headteacher
<b>CORAM Beanstalk</b>	£1380	Continued Activity	Initiative for selected children to support reading with Year 3 children	Improved language and communication skills leading to better life long literacy skills, improved academic outcomes and sense of inclusion.	Class Teacher/SEND/CO/Headteacher
<b>Renaissance Accelerated Reader Year 2 cost</b>	£1797.76	Continued Activity	Accelerated Reader Licence that enables accurate and ongoing monitoring and tracking of children's reading.	Targeted approach to picking up non-readers Assessment and data for tracking and monitoring Higher engagement in reading Abling staff to identify and target specific children	Headteacher/PP Lead/SEND/CO
<b>National College Membership</b>	£1494	Continued Activity	Whole staff CPD programme to support quality of teaching and learning and to devise effective and efficient interventions	Skilled and trained staff	Class Teacher/SEND/CO/Headteacher
<b>Targeted therapy provided from our CECP agreement or in house e.g. Play Therapy or Speech and Language support</b>	£3300 + £630	Continued Activity	To work with the children who need a more specialist approach to their emotional wellbeing and early language support.	All children were discharged with strategies to use at home and school. No further interventions were needed	Class Teacher/SEND/CO/Headteacher
<b>Additional SEND/CO and PP Lead Support</b>	£1406.95	Continued Activity	Additional time for SEND/CO to work with PP and PP+ pupils that also have SEND/First concerns. Attendance at PEP meetings	Social and Emotional Wellbeing Pupil Voice Early intervention Leading to better life-long outcomes	Headteacher/PP Lead SEND/CO
<b>Additional TA hours to deliver social and emotional sessions and support some PP children across school</b>	£3,376.68	Continued Activity	Additional support to children who struggled to regulate their emotions and socially. Class and targeted support to ensure children are able to access learning.	PP children targeted for emotional and social support Progress made with emotional regulation More	Headteacher/SEND/CO

**Total Spent = £21,608.51**