

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Poulton Lancelyn Primary School
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2023/24-2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	A.Milne
Governor / Trustee lead	A.Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,268
Recovery premium funding allocation this academic year Tuition Funding	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£38038

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Supporting pupil's social and emotional mental health and resilience.
2	Overcoming individual barriers in English and mathematics
3	Pupils' progress has been impacted by national lockdowns
4	Providing pupils with wider cultural capital opportunities

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 support pupils with their mental health and resilience	100% of KS2 disadvantaged pupils to attend focused sessions based on SEMH through internal and external support (pastoral support/Thumbs Up/ADHD Foundation/Lego Therapy/MHST/Flourish)
To overcome individual learning barriers through improving teaching quality in English, maths and pedagogical approaches to teaching	80% of disadvantaged pupils to achieve age related expectations in Summer 2022 internal testing
To accelerate pupil progress through short, focused interventions	80% of disadvantaged pupils to achieve age related expectations in Summer 2022 internal testing
To offer all disadvantaged children the opportunity to increase their cultural capital through targeted activities	100% of disadvantaged children to attend wider school opportunities including: forest school, at least 1 extra-curricular activity, trips (museums, residential, theatre) or attend in-school music tuition

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a consistent and progressive approach to planning, implementation and assessment of writing. Take support from OTMAT	EEF Improving Literacy in Ks1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2 and 3
Maths Hub – further development of teaching for Maths Mastery	EEF improving Maths in Ks1 and Ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2 and 3
Early Career Teachers – improve the quality of teaching and learning through targeted training and mentor support following the Early Career Framework	DfE Early Career Framework https://www.gov.uk/government/publications/early-career-framework	2 and 3
Pedagogical support – employ lead professionals to develop questioning and retrieval across the curriculum	Rosenshine's Principles of Instruction https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf	2 and 3
Employ additional teaching assistants to provide small group	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 3

tuition/individual support in phonics, writing and maths		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small group, focused interventions for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in Reading, Writing and Maths	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3
Implement bespoke 1-1 tuition for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in Maths using the Nesy Programme	EEF one to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3
Utilise the services of Speech and Language therapists to support pupils as assessed at below Age Related expectations for	EEF Improving Literacy in Ks1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve pupils' well-being, resilience, cultural capital and motivation with access to a wide range extra-curricular provision (Clubs, Forest School, Residential visit subsidies, Oak Trees MAT Challenge)	EEF Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 4
Utilise internal and external mental health and well-being specialists for successful implementation of a range cognitive behaviour therapies, mindfulness, social stories and anxiety programmes for pupils (pastoral support, ADHD Foundation, Lego Therapy, Thumbs Up, MHST, CAMHs support, Flourish)	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Implement a specialist music tuition offer for pupils	EEF Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £ 47,000

Part B: Review of outcomes in the previous academic year 2022-2023

Outcomes for disadvantaged pupils

End of Key Stage 2

<https://www.compare-school-performance.service.gov.uk/school/143503/poulton-lancelyn-primary-school/primary/results-by-pupil-characteristics?accordionstate=0>

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	3	2545	468533
Progress score in reading (confidence interval)	SUPP	0.7	0.4
Progress score in writing (confidence interval)	SUPP	0.2	0.4
Progress score in maths (confidence interval)	SUPP	0.3	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	SUPP	66%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	SUPP	9%	10%
Average score in reading	SUPP	106	106
Average score in maths	SUPP	105	105

Suppressed

In certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.

For a multi-academy trust, we will suppress data when there are 5 or fewer pupils or students, covered by the measure, in total across the establishments eligible for inclusion in the trusts performance measures.

Teaching

Disadvantaged pupils in all year groups benefitted from teacher writing CPD. This CPD ensured progressive approaches to the planning, implementation and assessment of writing. This support was provided by OTMAT English Leads and the Literacy Company.

Disadvantaged pupils in all year groups benefitted from teacher maths CPD. This CPD ensured teachers plan and implement maths lesson using a mastery approach. The PL Maths Lead is now a Mastery Specialist, which will have a long term impact on the quality of Maths being provided in school. This CPD was provided by NW Maths Hub.

Early Career teachers were provided with effective CPD and mentoring to ensure that their quality of teaching was highly effective. Disadvantaged pupils in these classes benefitted from this teacher CPD. Both ECT teacher successfully secured permanent contracts at PL.

Disadvantaged pupils in all year groups benefitted from teacher pedagogy CPD. This CPD ensured all teachers were secure in pedagogical strategies such as questioning and collaborative partner work through peer mentoring by the two internal Lead Professionals. This ensured that the collaborative dialogue and structured conversations within classes were language rich.

Disadvantaged pupils in all year groups benefitted from additional teaching assistant, small group support. A conferencing approach to tuition was used to identify gaps in learning, with a particular focus on addressing the gaps of disadvantaged pupils.

Targeted Academic Support

Tuition funding was used to provide small group, focused interventions for pupils falling behind age related expectations. All disadvantaged pupils in Year 6 were offered the opportunity to attend groups for reading and maths.

Wider Strategies

All disadvantaged pupils in KS2 were offered places in the extra-curricular clubs.

All disadvantaged pupils in Ks2 were provided with mental health and well-being support using internal sources (pastoral lead) and external agencies (Thumbs Up).

Pupils in Y6 were provided with support in transitioning to secondary school.

All disadvantaged pupils in Ks2 were offered funded music tuition by an external music company.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Externally provided programmes

Programme	Provider
SEMH support programmes for classes, groups and individual	'Thumbs Up' Education
Therapist support & staff CPD	ADHD Foundation and MHST
Specific SALT assessment programmes	Speech and Language Therapist

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral intervention as required
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were supported through counselling programmes to manage anxiety and worry. Well-being scaling (internal measure of impact) showed improved scores for those children accessing the strategy