

Pupil premium strategy statement – Prettygate Infant and Junior Schools

This statement details our school's use of pupil 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.

School overview:

Detail	Data
Number of pupils in school	Infants: 172 Juniors: 250 Total: 422
Proportion (%) of pupil premium eligible pupils	Infants: 13.4% Juniors: 15.2%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Mark Millbourne (Headteacher)
Pupil premium lead	Mark Millbourne (Headteacher) Dave Shaw (Deputy Headteacher)
Governor / Trustee lead	Emily Bueggeln (Lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,309
Total budget for this academic year	£92,829

<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>	
--------------------------------------------------------------------------------------------------------------------------------------	--

Part A: Pupil premium strategy plan

Statement of intent

At Prettygate Schools, 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.

We will consider the challenges faced by vulnerable pupils, such as young carers and those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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.

We continue to implement whole school strategies that help children regulate and develop their emotional regulation, such as Trauma Perceptive Practice and Zones of Regulation.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest disadvantaged pupils have greater difficulties with attaining the expected standard in reading (including phonics) and writing and maths than their peers.
2	Observation and discussions with disadvantaged children suggest a lack of cultural capital, which impacts negatively on their understanding of the world around them, and their learning outcomes.
3	Lack of engagement, particularly with homework and the home reading challenge.
4	Early Years – school readiness, transition from various nursery providers and lack of experiences.
5	Attendance September 2023 - July 2024 Infants Disadvantaged 89.7% Non-disadvantaged 95.1% Juniors Disadvantaged 87.6% Non-disadvantaged 95.2% Attendance of our disadvantaged children contributes negatively to targeted support that is provided.
6	Observations, CPOMS records and Thrive profiling suggests that disadvantaged children are disproportionately affected by SEMH issues. This impacts negatively on their learning outcomes and general wellbeing.

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
Improved phonics attainment at the end of Year 1 among disadvantaged children.	All disadvantaged children to be supported to reach the expected standard.
Improved reading and writing attainment among disadvantaged children.	End of KS1 and KS2 reading and writing outcomes for disadvantaged children are in line with non-disadvantaged children.
Improved maths attainment for disadvantaged children.	End of KS1 and KS2 maths outcomes for disadvantaged children are in line with non-disadvantaged children.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> - Qualitative data from pupil voice, parent surveys and staff observations.

	<ul style="list-style-type: none"> - Thrive assessments show progress for disadvantaged children. - One Plans show effective provision for SEMH. - Improved outcomes at the end of KS1 and KS2. - High uptake of after school clubs and enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged children to be in line with those who are non-disadvantaged. Attendance of all pupils to be at least 96%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER Tests from Y1-5 NELI (Early Years) AFALS Salford Reading tests SWST</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org</p>	1, 2, 3, 4

<p>understanding and extend vocabulary.</p> <p>NELI (Early Years)</p> <p>NFER</p> <p>AFALS</p> <p>Salford reading test</p> <p>SWST</p>	<p>.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	
<p>Continued embedding of Read, Write Inc, a DfE-validated systematic synthetic phonics programme, to secure effective phonics teaching for all pupils.</p> <p>Continued support from Myland English Hub to ensure effective use of the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	1, 3, 4, 5, 6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including teaching and mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://www.educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	1, 3, 4, 5, 6

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

Budgeted cost: £30,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	1, 3, 4, 5, 6

require further phonics support. This will be delivered in collaboration with our local English hub.	when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	
One-to-one and small group tuition, targeted at addressing gaps in children's knowledge and understanding.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 3, 4, 5, 6

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

Budgeted cost: £54,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Purchase of Thrive programme materials and CPD. 2 x Thrive practitioners Continuing CPD for teaching staff.	Continual professional development has been shown to be essential for adults to deliver targeted support for children and embed into routine educational practices. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
OPAL programme purchase, continuing CPD and resources.	High quality play experiences are vital to children's wellbeing and development, and impact positively on children's behaviour and learning outcomes. https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf	All
In-school play therapist	Improving Social and Emotional Learning in Primary Schools – Matthew van Poortvliet, Dr Aleisha Clarke and Jean Gross.	5, 6
Pupil Premium Champion - Providing oversight of provision for disadvantaged children, including monitoring of attainment.	Brundrett, M. & Rhodes, C., 2010. The principles of Educational Leadership and Management. Leithwood, K., 2019. Seven Strong Claims about successful school leadership (revisited). School leadership and management.	1, 2, 3, 4, 5, 6
Family Liaison Officer - Pastoral support for families - Monitoring attendance, particularly disadvantaged children - Meet and greet every morning	Working with parents to Support Children's Learning – Matthew van Poortvliet, Dr Nick Axford and Dr Jenny Lloyd	5, 6

<p>Subsidies for school trips and enrichment activities.</p> <p>Investment in high-quality books for the school libraries and class book corners.</p>	<p>Children from disadvantaged backgrounds have greater access to school trips if these are subsidised. Trips, enrichment activities and reading material support with broadening children's horizons, providing them with new experiences and material to grow their cultural capital.</p>	<p>All</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

Total budgeted cost: £92,829

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For the academic year 2023-24, see the data below, taken from statutory assessments in EYFS, Year 1 and Year 6 – plus non-statutory teacher assessment in Year 2, alongside an assessment of how successfully the intended outcomes of the previous plan were met.

EYFS GLD: Disadvantaged 73% (8/11) Non-disadvantaged 82%

Year 1 phonics: Disadvantaged 67% (6/9) Non-disadvantaged 95%

- Previous intended outcome was for all disadvantaged children to pass the phonics screening check. This wasn't achieved. A renewed focus will be needed to ensure all disadvantaged children reach the expected standard.

End of KS1 (Year 2)

Reading: Disadvantaged 43% (3/7) Non-disadvantaged 74%

Writing: Disadvantaged 29% (2/7) Non-disadvantaged 62%

Maths: Disadvantaged 43% (3/7) Non-disadvantaged 78%

- Previous intended outcome was for at least 71% of disadvantaged pupils to reach the expected standard in reading and maths at end of KS1. This was not achieved.

End of KS2 (Year 6)

Reading: Disadvantaged 81% (9/11) Non-disadvantaged 80%

Writing: Disadvantaged 64% (7/11) Non-disadvantaged 79%

Maths: Disadvantaged 73% (8/11) Non-disadvantaged 77%

- Previous intended outcome was for at least 81% of disadvantaged pupils to reach the expected standard in reading at the end of KS2, and 55% for maths. This was achieved, and the proportion of disadvantaged children achieving the expected standard was in line with non-disadvantaged children for reading. This demonstrates that the reading attainment gap has been closing between Year 2 and Year 6.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write, Inc	Read, Write, Inc
Talk for Writing	Talk for Writing
OPAL	Outdoor Play and Learning