

Plaxtol Primary School Pupil Premium Strategy Statement - 2024-25

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	75
Proportion (%) of pupil premium eligible pupils	17%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	31/12/24
Date on which it will be reviewed	Termly
Statement authorised by	Mrs C Rowley
Pupil premium lead	Mrs C Rowley
Governor lead	Mrs Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,559
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£15,559

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Plaxtol Primary School our Minerva vision is integral to our approach:

M – we use a Growth **Mindset** attitude to learning, where resilience is key.

I – we promote **independence** in both the children's learning and their approach to later life.

N – we pride ourselves on how we **nurture** the potential of every child.

E – we recognise the importance of the **environment** both on a local, national and global level.

R – we will **respect** all pupils and adults in our school and the wider community.

V – our **village** is fundamental in developing a sense of community.

A – all children, parents and staff are **aspirational** in their outlook.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas. The objective of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and also those children with a social worker who we deem as vulnerable to underachievement.

The focus of our approach is giving all children's access to Quality First Teaching. This is the key factor in narrowing the disadvantage attainment gap and will also benefit all children. The outcomes of our non-disadvantaged pupils' attainment should also improve alongside the disadvantaged pupils.

Our key principles are based on knowing our children really well, early intervention and providing focussed support where needed. All stakeholders take collective responsibility for disadvantaged pupils' outcomes and constantly challenge them to raise their 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.	Observations and discussions with pupils indicate that underdeveloped oral language skills and vocabulary gaps are more common in disadvantaged pupils within KS1.
2	Our analysis shows that we need to improve attendance for all pupils, and our observations indicate that some of our disadvantaged children have lower attendance.
3	Our observations and discussions with pupils and families have identified social and emotional issues for a few pupils. These challenges particularly affect disadvantaged pupils, including their attainment and engagement with extra-curricular opportunities.
4	Our internal assessments indicate that some disadvantaged children attain less well in writing than their peers from Year 2 to Year 6.
5	Our internal assessments indicate that some disadvantaged children attain less well in reading than their peers in KS1 and KS2.
6	Our internal assessments indicate that some disadvantaged children attain less well in maths than their peers in KS2.

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
1. Key children have improved speech and language skills.	The children have improved against their baseline speech and language assessment.
2. To achieve and sustain improved attendance for all pupils, and especially for those who are disadvantaged.	Attendance has improved compared to last academic year, especially for those who are disadvantaged with a focus on decreasing the gap between the two groups.

3. To identify improved well-being for all pupils in our school and especially for those who are disadvantaged.	Increased level of well-being as evidenced by data from pupil feedback, parent surveys, teacher observations and Boxall profile.
4. Improved writing attainment for disadvantaged pupils from Year 2 to Year 6.	From Year 2 to Year 6 writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.
5. Improved reading attainment in disadvantaged pupils in KS1 and KS2.	KS1 and KS2 reading outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.
6. Improved Maths attainment in disadvantaged pupils in KS2.	KS2 maths outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2558

Activity	Evidence that supports this approach	C/N
Continued use of 'Little Wandle' phonics to secure stronger phonics teaching for all pupils	Improving children's reading fluency in KS1 through the use of systematic phonics. https://educationendowmentfoundation.org.uk/news/supporting-children-to-decode	5
Purchase of Lesley Clarke Synthetic phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	5
Enhancement of our maths teaching	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence	6

and curriculum planning in line with DFE guidance. White Rose Maths	in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	
Target tracker online assessment programme,	The use of accurate assessment to improve teaching and learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	4,5,6
Purchase of standardised diagnostic assessments PIRA	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	5
Speech and language sessions targeted at key pupils. Speechlink/Infantlink	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Edu shed Spelling/Maths KS2	Increased support for parents at home to consolidate previous Maths/Spelling learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,6
Staff CPD KS2 Writing moderator	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review High quality teaching	4
First news/reading comprehension support texts	Access to a variety of reading material https://educationendowmentfoundation.org.uk/news/eef-blog-reading-fluency-practice-in-the-primary-classroom	5

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

Budgeted cost: £6417

Activity	Evidence that supports this approach	C/N
Touch-type Read and Spell	Learning to type benefits those with poor fine motor control and increases confidence in writing. https://www.nessy.com/en-gb/about-us/blog/benefits-of-learning-to-touch-type	4,5
Beanstalk reader has weekly sessions with children in Year 6.	Regular reading opportunities to develop fluency and comprehension also support progress in writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4
One to one and small group tuition for pupils in need of additional support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	4,5,6

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

Budgeted cost: £ 6235

Activity	Evidence that supports this approach	C/N
Funding to support PP access to school residential trips in Year 5/6	There is evidence to show that increased access to trips improves relationships and improved achievement and progress. https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf	3
Swimming lesson funding for PP and vulnerable pupils in KS2	Improved access to sports activities to improve well-being. https://www.britishswimming.org/news/general-swimming-news/major-new-study-health-benefits-swimming-released/	3
Improve the quality of social	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life.	3

and emotional learning. Spurgeons counselling	Improving Social and Emotional Learning in Primary Schools EEF	
Staff CPD STLS Zones of Regulation/ PDA	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3
Online portal Tapestry	Communication tool to improve the links between home and school as well as consolidating learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3
Free before school club access for PP pupils	Embedding principles of good practice set out in the DFE's guidance on working together to improve school attendance	2
Salus Circle of Friends	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3

Total budgeted cost: £ 15, 210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using own internal summative and formative assessments. It should be remembered that we have very few PP children and this affects the data.

The data demonstrated that in KS2 SAT's our 3 pupil premium children achieved 100% in reading the same as the whole cohort, they achieved 66% in Maths compared to 92 % for the rest of the cohort and achieved 66% in writing compared to 85% for the rest of the cohort. Overall across the school, pupil premium children in end of year assessments achieved 71% at the expected in reading and maths, whilst 57% achieved the expected standard in writing.

To help us gauge the performance of our disadvantaged pupils we compared their results to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that support is still needed by PP pupils to achieve the expected standard in writing, reading and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance improved across the school compared to the previous year but PP pupils attendance was below the termly and end of year average.

Our evaluation of the approaches delivered last academic year indicates that free access to Before School Club does support attendance of PP pupils and hence this will continue this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium. This will include:

- Disadvantaged pupils to read 1-1 with an adult at least 3 times a week in all classes.
- Disadvantaged pupils a focus in PPI discussions 4 times a year.
- Disadvantaged pupils have free access to sport's club through the use of PE premium and are tracked through a PE tracker to ensure involvement in PE enrichment activities.
- A focus on metacognition for all pupils to help improve independence and increase pupil progress in all areas.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we held discussions with staff to discuss what activities had proved most beneficial to children in past years. We used evidence from data and book scrutiny as well as conversations with parents to further develop our plans.

We will review the pupil strategy regularly, this will include; SLT meetings with the PP governor, pupil progress meetings with staff and listening to pupil feedback and conversations with parents.