

The District CE Pupil Premium Strategy Statement 23/24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The District CE Primary School
Number of pupils in school	319 Rec - Y6 (Sept 23) 12 EYPP (Sept 23)
Proportion (%) of pupil premium eligible pupils	Sept – 47.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Oct 2021, Dec 2021, April 2022, June 2022 Sept 2023, June 2024
Statement authorised by	Headteacher: Lavern Shelford
Pupil premium lead	Zoe Miles
Governor / Trustee lead	COG: Frank Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,425
Recovery premium funding allocation this academic year	21/22 £11,088 22/23 £7076 23/24 £21,605
School Led Tutoring	£19,116
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£237,146

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the word gap.

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Use analysis of attainment and progress data, stakeholder consultations and local knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions.

- Examine the fit and feasibility with the school in relation to staffing and resources.

Prepare

- Develop a clear and logical plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations including a baseline measure to show starting points.
- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support and monitoring.

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices
- Linked to key priorities in the School Improvement Plan, Sports Premium and Professional Development Plan.

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so. (<i>Reception baseline and teacher assessment</i>).
2	Pupils demonstrate limited language skills on entry. (<i>Elklan screening and the reception baseline</i>).
3	Children's learning and progress are inconsistent and can be affected by home circumstances, including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse, parental mental health and wellbeing. (<i>Evidenced through EHAT assessments, Operation Encompass, observations and dialogue with parent/carers</i>).

4	Pupils not being 'ready to learn' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience. <i>(Monitoring, observations, staff feedback)</i>
5	Lack of opportunities for some disadvantaged children to engage with enrichment activities, which impacts on their knowledge of the wider world/cultural capital. <i>(Pupil voice, local deprivation data, assessment of prior learning and knowledge)</i>

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
Attainment and progress in R,W,M combined	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils and the progress of disadvantaged pupils will exceed that of the comparable group nationally.
Attainment and progress in Early Years	Reception children will make good progress in all areas of learning (demonstrated through the progress matrices) and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children.
Language Acquisition	Language Screening assessment will demonstrate improvements in pupil language skills.
Phonics	Achieve above national average expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils.
Other	Attendance of disadvantaged pupils is above 95%. The gap between disadvantaged and non reduces.

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: £35,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.</p> <p>Weekly staff meeting and tutorials for all teaching staff.</p> <p>Develop capacity within the leadership team.</p>	<p>Dfe: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.</p> <p>1. Teaching</p> <p>Investing in high-quality teaching, for example:</p> <ul style="list-style-type: none"> • training and professional development for teachers • recruitment and retention • support for teachers early in their careers 	1,2
<p>Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff.</p>		1
<p>Quality, research based training package, particularly for ECTs and newly qualified teachers to ensure quality first teaching in every classroom and access to leadership qualifications for more experienced teachers e.g. NPQLT, NPQSL.</p>		1

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

Budgeted cost: £113,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT/DT targeted teaching and support.</p>	<p>EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can</p>	1,2,3,4

<p>Increased dedicated SEND time for AHT. Ensure high quality teaching for SEN/disadvantaged pupils.</p> <p>Teaching Assistants to support quality teaching and learning, implementation of programmes and advice.</p> <p>Small group and 1:1 tuition for targeted pupils.</p> <p>Additional tutoring in reading and maths.</p> <p>Phonics Lead coaching and working with RWI consultant.</p>	<p>employ and the amount of attention each student will receive will increase.</p> <p>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy - July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Use high quality online resources to support pupils learning.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	1,3
<p>Use quality interventions (Chatty Words, Elkan, Talk Boost and Story Dough) in the Foundation Stage to close the gap on entry and improve early language.</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2,3
<p>Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,4,5
<p>Provide pupils with experiences linked to the bespoke curriculum in order to support their academic</p>		4,5

<p>learning and enable them to make links in learning and knowledge.</p>		
<p>Specific, tailored SEMH interventions based on the needs of each individual child, e.g. wellbeing group, Nurture provision, class calm kits, sensory diets etc.</p> <p>Chatty Words – vocabulary screening and intervention.</p> <p>Oxford Language Screening</p> <p>Talk Boost</p> <p>Wellbeing Worth It</p> <p>TPC Therapy- Therapeutic School Award</p>	<p>https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</p> <p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</p> <p>https://educationendowmentfoundation.org.uk/tuition-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>5</p>

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

Budgeted cost: £87,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of SLT specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>
<p>Pastoral support team in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.</p>	<p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.traumainformedschools.co.uk/evidence-base	
<p>Wellbeing and Behaviour support is based on three core values of be ready, be respectful and be safe. An inclusion team with specific skills and training to be responsive to need and share practice across school.</p>	<p>EEF Improving behaviour in schools. Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3, 4
<p>Providing a wide variety of enrichment experiences for all pupils</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils' knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	3,4,5

Total budgeted cost: £237,146

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Teaching

- Quality of teaching and learning is a priority across school and monitoring demonstrates good teaching in all key stages.
- Staff were supported by members of SLT and subject leaders to upskill and develop their practice. We have taken part in a range of projects and initiatives to develop teaching pedagogy and skills including: Maths Mastering Number EYFS & KS1, Subject Reviews from LSP, Music Model curriculum, music and sports coaching and moderation training.
- Continuous professional development has equipped staff with more knowledge and understanding regarding: adaptive teaching, feedback, quality interactions, fluency, SEND and subject-specific expectations.(see cpd overview)
- ECT completed a successful first year.
- Staff undertaken National Professional Qualifications including NPQSL, NPQEYL and SMHL.

Targeted academic support

- School-Led Tutoring ran from September 2022, target pupils were identified and pupils accessed high-quality tutoring from staff who knew their needs. All pupils made significant progress from their starting points.
- AHT/DH targeted support for LKS2 and UKS2 focusing on reading and maths. Pupils received high-quality teaching delivered to smaller groups and 1:1 tuition for targeted pupils. As a result, gaps in knowledge were addressed promptly and pupils could access their learning more successfully. This had a positive impact not only academically but emotionally; raising pupils' self-esteem. (see target group data).
- Effective pupil progress systems in place to monitor the attainment and progress of pupils. Annual Read Write Inc Consultancy supports the assessment and tracking of phonics across school. RWI supporting and coaching to improve teaching and improve phonics outcomes.
- Interventions and targeted support are put in place promptly and reviewed i.e. Oxford Screening, Numberstacks, Chatty words, Talk Boost, 1:1 phonics etc.

Wider strategies

- Pastoral support is given at point of need.

Number of pupils supported across the St Helens Descriptors of Need	
Spring Term 2023	
Children who are looked after	4
Pupils supported by a child protection plan	14
Children supported by a child in need plan	16
Children supported by EHAT Assessment	16
Number of Children and Family Assessments completed	5

- Signposting of services to support families and gain further advice.
- Signs of wellbeing tool is embedded within practice and provides a consistency when accessing family's needs.
- Attendance policy and practice are consistent and rigorous.
- Attendance and punctuality are monitored daily and support is given to families to improve their child's attendance. Support includes parent attendance meetings, follow-up phone calls, home visits, referrals to other services, positive parenting, EHAT assessment, attendance support plans and free childcare places.
- Attendance figures for this academic year for pupil premium pupils is 91% compared to 92% for non-pupil premium pupils and there has been a 1% increase from 2021/22.
- Attendance data, analysis and strategies have been shared with senior leaders throughout the year, with regular meetings taking place between the Head of Safeguarding and Headteacher.
- Attendance is celebrated weekly during Celebration Worship.
- See attendance summary report 22/23 for more detail.
- Staff received training from LASC and implemented suggested strategies to support pupils including: scaffolds, workstations, visuals and specific vocabulary.
- Wellbeing worth it and Therapeutic Schools programmes have been rolled out across school and strategies used to support pupils.

Outcomes

In Reception, 64% of disadvantaged pupils achieved a good level of development compared to 53% of non-disadvantaged pupils.

50% of disadvantaged pupils achieved the expected standard in the phonics screening check, a 6% increase from 2022.

In KS1, 72% of disadvantaged pupils achieved the expected standard or above in Reading compared to 63% of non-disadvantaged.

In maths, 61% of disadvantaged pupils achieved the expected standard or above compared to 63% of non-disadvantaged pupils.

In writing, 50% of disadvantaged pupils achieved the expected standard or above compared to 58% of non-disadvantaged pupils.

In KS2 48% of disadvantaged pupils met the expected standard at RWM combined which is a 12% increase from the previous year.

In KS2, 59% achieved the expected standard or above in Reading compared to 40% in 2021/2022.

In maths, 70% achieved the expected standard compared to 40% in 2021/2022.

In writing, 70% achieved the expected standard compared to 35% in 2021/2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
White Rose Maths Subscription	White Rose Maths
Times Table Rockstar	Maths Circle
Accelerated Reader	Renaissance
Century Tech	Century
Read Write Inc	Ruth Miskin
Chatty Words	Chatty Learning