



Statham Pupil Premium Strategy Statement

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	180
Proportion (%) of pupil premium eligible pupils	27.7% (50 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	J Rooney
Pupil premium lead	J Rooney
Governor lead	Liz Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,869
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	NA

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all disadvantaged pupils to attain similarly to their peers and other pupils nationally. We want all disadvantaged pupils to be socially and academically prepared for high school and we don't want any gaps in progress between disadvantaged and non-disadvantaged pupils. We would like disadvantaged pupils to be ambitious and motivated to learn. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Cultural Capital

Our current pupil premium strategy plan uses diagnostic assessment to identify barriers to learning and we identify any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high mobility
- social/ cultural opportunities

Our focus is on high quality teaching, targeted academic support and wider strategies. To ensure our approaches are effective we will endeavour to act early and intervene at the point the need is identified. We adopt a whole school approach in which all staff take responsibility for the expectations of achievement and the outcomes of disadvantaged pupils. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Writing Attainment</p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Reading Attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
4	<p>Speech and language</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Lack of enrichment/ cultural capital</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Outcomes in 2024/25 show an increase in attendance for all pupils including disadvantaged pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain an increase in enrichment/ cultural capital opportunities in school. particularly for disadvantaged pupils.	Quantitative data demonstrates an increase in participation of school clubs/ competitions/ events.

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: £ 12,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pixl testing and intervention package Budgeted cost: £3240	EEF Guidance reports: <ul style="list-style-type: none"> Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Tests can provide reliable insights into the specific strengths and weaknesses of each pupil, and can therefore help to pinpoint the exact areas in which pupils need to receive precision teaching	2,3
Visible Learning and Expert Teaching CPD £2000	Trust based CPD for all class teachers. Peer to peer / facilitated learning programme. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Oracy £1500	Research tells us that the size of a child's vocabulary is a predictor of academic attainment and wellbeing in later life. Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Wellcomm £2,900	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, EEF).	4
NPQSL CPD for staff £3000	Independent Review of teachers professional development in schools.	2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £ 47,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Precision Teaching £16,310	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 when delivered as regular sessions over a period up to 12 weeks. (EEF phonics toolkit)	2,3,4
Diagnostic Testing IDI Nessy Accelerated Reader £3,400	EEF Making Effective use of Diagnostic Testing	2,3,4
Small group reading/ writing additional catch up /booster £26,554	EEF Guidance reports: Preparing for Literacy:Improving communication, language and literacy in the early years Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2	2,3,4

Training/ coaching in feedback approaches £400	EEF Report: Teacher Feedback to Improve Language	2,3,4
Targeted SEMH sessions with ELSA £7,000	EEF Report: • Improving Social and Emotional Learning in Primary Schools	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 11,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning including sustain improved wellbeing by ensuring disadvantaged pupils have access to enrichment activities, trips and before and after school club to ensure attendance and punctuality is good. £5000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (EEF social and emotional learning)	1,2,3,4,5
My Happy Mind £800		
Local Authority Attendance SLA £809	Working Together to Improve School Attendance 2024	1,2,3,4
Enhanced OPAL play resources £5000	Play England- Supporting School Improvement through Play	1,2,3,4,5

Total budgeted cost: £71,913

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils		
KS2	ARE	Higher Standard
RWM Combined All	83%	9%

RWM Combined PP	57%	0%
Reading All	96%	35%
Reading PP	71%	0%
Writing All	87%	13%
Writing PP	57%	0%
Maths All	96%	61%
Maths PP	71%	0%
GPS All	87%	53%
GPS PP	57%	0%
KS1	ARE	Higher Standard
RWM Combined All	65%	6%
RWM Combined PP	40%	0%
Reading All	76%	47%
Reading PP	40%	0%
Writing All	77%	12%
Writing PP	40%	0%
Maths All	88%	29%
Maths PP	60%	0%
GPS All	65%	18%
GPS PP	40%	0%
	ALL	PP
Y1 Phonics	87%	71%
EYFS GLD	78%	60%

Attendance

- Compared to previous academic year we have seen an increased attendance across the whole school including for disadvantaged pupils which increased from 88% to 90%
- There has been a positive upturn in attendance for those persistent absentees showing that implemented strategies are having an effect.

Mental Health

- There was a reduction in the number of MHST/CAMHS referrals

Attainment

- Reading ARE significantly above national and within the top 11% nationally. 3 out of 7 disadvantaged pupils did not meet ARE
- Maths ARE significantly above national and within the top 11% nationally. 2 out of 7 disadvantaged pupils did not meet ARE

Parental Engagement

- Parent voice shows a positive increase in engagement/ communication

SEN

- Staff regularly use EEF research to identify/ review interventions relevant for cohorts and PP
- Successful implementation of school led tuition with bespoke provision for Year 6- increase in disadvantage attainment.
- New resources purchased following recommendations from external professionals

EAL

- Communication enhanced
- Accessibility to learning and the wider school curriculum
- Partnership triangulated between pupil/school/parent/carer
- Support for in year transfers

Behaviour

- positive play across whole school
- better use of regulating emotions modelled by staff
- zones of regulation understood and strategies used to regulate emotions
- reduced number of incidents on CPOMs in the emotional regulation category

Externally provided programmes

Programme	Provider
My Happy Mind	Laura Earnshaw
Play Therapy	Poppy's Play