

# Preston Primary - 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   | Preston Primary School                         |
| Number of pupils in school  | 328  |
| Proportion (%) of pupil premium eligible pupils   | 22%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                         |
| Date this statement was published   | December 2023                                  |
| Date on which it will be reviewed   | December 2024                                  |
| Statement authorised by   | Mr Scott Ord,<br>Headteacher                   |
| Pupil premium lead  | Mrs Jane Stead<br>SEND/CO and Pastoral<br>Lead |
| Governor / Trustee lead   | Miss Keeleigh Treleaven                        |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £103,875 |
| Recovery premium funding allocation this academic year  | £11,101  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £114,976 |

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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                | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and |

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|   | in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |
| 3 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last 2 years, between 70 - 80% of our disadvantaged pupils arrive below age-related expectations in Maths, compared to 20 - 40% of other pupils.  |
| 4 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.          |
| 5 | 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 during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  |
| 6 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.<br><br>8% or more of disadvantaged pupils have been 'persistently absent' compared to 3 - 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

## 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 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. |

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| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 2.5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul> |

## 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: **£40,000**

| 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>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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | 1, 2, 3, 4                    |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                     | 1                             |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2                             |
| <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</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>  | 3                             |

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| and CPD (including Teaching for Mastery training).   | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>   |   |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 5 |

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

Budgeted cost: **£30000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole school approach to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.                              | 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:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4                          |
| Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils   | 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:  | 4                             |

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| whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> |  |
|--|---|--|

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

Budgeted cost: **£45000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contribute to costs of Pastoral Team, and expand the Team: Employ SEMH Worker into Pastoral Team to support...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:<br><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | 5                             |
| Contribute to cost of Attendance Officer to lead on...Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/improving-school-attendance">Improving School Attendance</a> advice.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 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                           |

**Total budgeted cost: £115,000**

## 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 2021 to 2022 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in year 2020 to 2021, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Mental Health concerns persist and have increased over time. Therefore, our support approach will continue across this year and next. (3 Year Plan). We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Over 86 pupils are now accessing ELSA support. (Emotional Literacy Support Assistant.) We now have five trained staff.

Six families now receiving Team Around the Family support termly.

We have invested £7000 in Family Support through South West Family Values provision. We are currently supporting 8 families.

We design and deliver Adapted Start to the Day support to over a dozen families.

SENDCo completed TIS Diploma (Trauma Informed Schools). We provide a whole school relational approach for pupils, where emotionally available adults are on hand throughout the day.

Our Emotional Health Support Worker delivers training for pupil Play Leaders to run play activities every day.

The impact of all this support is an annual decrease in Behaviour Logs being recorded of 25%

Overall attendance in 2021/22 was 94.64 %. However, we will not be content until attendance is well above national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.74% higher than their peers. These gaps are not acceptable to us, which is why attendance is a focus of our current plan.



Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |