

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment and wellbeing of our disadvantaged pupils at Preston Primary.

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
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Sue Richardson
Pupil premium lead	Mr Paul Sanderson
Governor / Trustee lead	Mr Duncan Clift

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,315
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,315

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to ensure that every child leaves Preston Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience, knowledge and skills which will enable them to thrive in their future lives and contribute positively to the society in which they live.

We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.

Our firm belief is that improving the quality of teaching is the most significant factor in raising attainment and our strategy priorities reflect this. We maintain that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils but has a disproportionately positive effect on children eligible for pupil premium funding. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Pupil Premium funding at Preston Primary is allocated following annual analysis (including the use of diagnostic assessments) of the most significant barriers to disadvantaged pupils' learning. This, in turn, identifies priority groups and individuals. We use research based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence summaries from the Education Endowment Foundation and Sutton Trust as well as learning from what has previously impacted positively in our school context. In line with DfE guidance, we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies.

Our strategy is also integral to wider school plans for education recovery at Preston - notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including disadvantaged and non-disadvantaged pupils.

We focus heavily on engaging directly with parents and carers and to take their views into account as we believe it is they who know their children best.

## Challenges

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

Challenge number	Detail of challenge
1	The learning gaps between disadvantaged pupils and their peers needs to be reduced
2	Pupils have limited life skills and cultural experiences beyond their home life and immediate community.
3	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
4	Some disadvantaged pupils also have additional barriers which impacts on pupils in terms of their attainment and 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
Pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.	<p>Disadvantaged children in EYFS will achieve GLD in line with their peers</p> <p>Disadvantaged children who did not achieve GLD at the end of EYFS will achieve the pass mark for phonics</p> <p>Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths</p> <p>The vast majority of disadvantaged children will make at least the expected progress across the curriculum</p>
Pupil Premium pupils have similar opportunities and access to the school's curriculum and wider school life as do their peers. Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	<p>The percentage of disadvantaged pupils who attend extra curricular clubs will increase from previous year</p> <p>Percentage of disadvantaged children who attend more than one club will increase from previous year</p> <p>Children who attend school using school transport will have access to extra curricular clubs</p>

	<p>Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers</p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.</p>
<p>To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.</p>	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 2%)</p> <p>To close the gap between disadvantage children persistent absence 15.6% and non-pupil premium persistent absence 8.3% by reducing pupil premium persistent absence</p>
<p>To ensure that pupil premium pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs</p>	<p>To ensure that pupils make progress to achieve individual targets that have been set</p> <p>The percentage of pupil premium children with additional barriers who make accelerated progress will increase</p>

## 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

Budgeted cost: £11,000 approx.

Activities	Evidence that supports this approach	Challenge number(s) addressed
All teachers to receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy focusing on active engagement of pupils ensuring retention of key information.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Cognitive science research.  EEF rating: High impact Evidence base: high Cost; moderate  This will disproportionately benefit disadvantaged pupils.	1
All teachers have to access to high quality coaching programme led by SLT focusing on developing specific and agreed teaching strategies aligned to the school's 'best practice' teaching principals.	EEF rating:  High impact Evidence base: high Cost: high  This will disproportionately benefit disadvantaged pupils.	1
All teachers to continue to be trained on Preston expectations for writing.	EEF rating: <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  High impact Evidence base: high Cost: low	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish dynamic small group and individual led precision teaching for identified pupils falling behind in specific maths and/or literacy areas – to include speech and language and phonics interventions for pupils with poor oral language and communication skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> EEF rating: Impact: moderate Evidence base: moderate Cost: low	1, 4
Establish appropriate structured interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind	<a href="https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</a> EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1, 4
To ensure that tutoring is carefully targeted building on the successes of last year tutoring. This is to be delivered by qualified teachers.	EEF rating: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Impact: high Evidence base: moderate Cost: moderate	1, 4

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

Budgeted cost: £30,500 (inc. F.L.O)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All year groups to be exposed to a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (ie. visits, visitors, virtual tours, extra curricular clubs, arts, music etc. residential opportunities).</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF rating: Impact: moderate Evidence base: moderate Cost: low</p>	<p>2</p>
<p>To employ an F.L.O to work collaboratively with families whom would most benefit from support</p>	<p>EEF rating: Impact: moderate Evidence base: moderate Cost: low</p>	<p>3</p>
<p>To offer a ‘parental purse’ whereby parents/carers are offered a proportion of their child’s pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. cooking, playing an instrument, swimming, etc.).</p>	<p>EEF rating: Impact: moderate/high Evidence base: high Cost: low/moderate</p>	<p>2</p>

**Total budgeted cost: £71,500**

## Service pupil premium funding

Intention:	Success Criteria
<p>The school’s FLO to help ensure current and future ‘service’ pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.</p> <p>Gaps in ‘service’ children’s education caused by moving between schools are identified and addressed with targeted one to one support.</p>	<p>Through targeted emotional wellbeing support offered by the school’s FLO, ‘service’ pupils are coping well emotionally if a parent/carer is moved to a different service venue – and are effectively managing situations where they themselves may need to move to a different school.</p> <p>‘Service’ pupils attainment is at least in line with other Preston pupils and their progress is good.</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Intended outcome	Review
<p>Pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.</p> <p><b>Success criteria</b></p> <p>Assessments and observations indicate significantly improved oral communication and language skills and numeracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The vast majority of disadvantaged children make at least expected progress from previous summer 2 and from previous key stage results.</p>	<ul style="list-style-type: none"> <li>• Of the 5 children in reception 2 children achieved GLD, 2 of the children who did not have an EHCP the other child did not achieve due to S&amp;L</li> <li>• 80% of Disadvantaged children passed the Phonics test. The two disadvantaged children who did not are both part of the school VI/HI base. When these 2 children are disaggregated 100% of disadvantaged children passed the phonics test</li> <li>• The one pupil premium child who did not achieve a pass in phonics at year 1 passed their phonics test in year 2</li> <li>• 62.5% of disadvantaged children achieved R/W/M at the end of key stage 2 with 12.5% achieving GDS in R/W/M. One disadvantaged child was part of the VI/HI base in year 6. When the HI/VI base child is disaggregated from the data 71.4% of disadvantaged children achieved R/W/M</li> <li>• Progress at the end of year 6 for disadvantaged children was + 0.51 reading, +0.38 writing, +0.22 maths</li> <li>• Book scrutinies, lesson observations and learning walks evidence support above data</li> <li>• The majority of disadvantaged children made at least the expected progress across the school in all subjects</li> </ul>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased. Pupils have enhanced opportunities to develop communication</p>	<ul style="list-style-type: none"> <li>• Every child in school had opportunities to experience at least two curriculum enhancement experiences</li> </ul>



<p>and language skills and develop vocabulary acquisition.</p> <p><b>Success criteria</b></p> <p>Data shows that pupils have been subject to, and benefit from, well considered, exciting and varied teaching and learning experiences - including carefully planned cultural and enrichment experiences within and outside the school day. These experiences have enhanced and inspired learning, thus making it more memorable. Assessments and observations indicate significantly improved oral communication and language skills. Pupils' experiences of the use of vocabulary has increased.</p>	<ul style="list-style-type: none"> <li>• A range of visits, visitors and online experiences supported contextualised learning across the curriculum</li> <li>• Offer for pupil premium children to access afterschool clubs for free taken up by 32 pupils.</li> <li>• 7 pupil premium children in year 6 accessed 50% reduction in cost of residential trip to London. The one year 6 pupil premium child who did not attend the London residential was a HI/VI child who attended a residential with HI/VI service that was part funded through school.</li> <li>• 6 pupil premium children out of 8 in year 5 accessed 50% reduction in residential trip to Grinton Lodge. The year 5 pupil premium child who did not attend was at a family holiday</li> <li>• 33 pupil premium children from across key stage two attended the Key stage 2 sleep over.</li> <li>• 6 out of 8 year 4 children attended the outdoor camping event. The two year 4 children who did not attend were for family reasons</li> </ul>
<p>Pupils and families with identified social or emotional needs are well supported by school staff</p> <p><b>Success criteria</b></p> <p>Identified mental health/emotional needs have been removed and/or alleviated and pupils are attending school at % at least in line with their peers. Pupil voice shows they are enjoying their school experience.</p>	<ul style="list-style-type: none"> <li>• All children across school have access to a variety of professionals to support their social and emotional needs</li> <li>• 3 Pupil premium children accessed Bungalow Therapeutic services.</li> <li>• 1 Pupil premium parent accessed Bungalow Therapeutic services</li> <li>• Pupil voice across the year showed that children enjoyed the experiences that were planned for them</li> <li>• Disadvantaged attendance 93.3% is above national disadvantaged attendance</li> <li>• Disadvantaged persistent absence 15.6% was better than the national level for disadvantaged children 30.2%</li> </ul>

<p>Pupil Premium pupils have similar opportunities and access to the school's curriculum and wider school life as do their peers.</p> <p><b>Success criteria</b></p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's curriculum. There have been no 'hidden'/unintentional disadvantages for pupils</p>	<ul style="list-style-type: none"> <li>• Offer for pupil premium children to access afterschool clubs for free taken up by 32 pupils.</li> <li>• 7 pupil premium children in year 6 accessed 50% reduction in cost of residential trip to London. The one year 6 pupil premium child who did not attend the London residential was a HI/VI child who attended a residential with HI/VI service that was part funded through school.</li> <li>• 6 pupil premium children out of 8 in year 5 accessed 50% reduction in residential trip to Grinton Lodge. The year 5 pupil premium child who did not attend was at a family holiday</li> <li>• 33 pupil premium children from across key stage two attended the Key stage 2 sleep over.</li> <li>• 6 out of 8 year 4 children attended the outdoor camping event. The two year 4 children who did not attend were for family reasons</li> <li>• Children North East delivered a staff meeting to review the curriculum to identify any hidden disadvantages which were then acted upon</li> </ul>
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## Service pupil premium funding

Intention:	Success Criteria
<p>The school's FLO to help ensure current and future 'service' pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.</p> <p>Gaps in 'service' children's education caused by moving between schools are identified and addressed with targeted one to one support.</p>	<p>'Service' pupils attainment is at least in line with other Preston pupils and their progress is good. There are 2 service children</p> <p>1 child is above in all areas</p> <p>1 child is at the expected level</p> <p>FLO has built relationships with all service children's parents</p> <p>There have been no service children move between schools during the academic year.</p>