

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	Halsall St Cuthbert's C.E. Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Autumn 2023
Reviewed by KH	May 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Mr D Scholes
Pupil premium lead	Mr D Scholes
Governor / Trustee lead	Mrs L Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,445
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,200

Part A: Pupil premium strategy plan

Statement of intent

Our Objectives are:

1. To close the achievement gap on non-PP children.
2. To enable PP children to reach their potential.
3. To provide PP children with further enrichment opportunities.

Our Plan is:

1. Target PP children with immediate intervention in identified areas of concern.
2. Provide bespoke and individual/small group support to enhance progress.

We achieve this through focussed use of teaching assistants and the purchase of relevant support materials such as Toe 2 Toe, The Power of 1 and 2, Nessie Membership, Number Stacks, Number Sense etc.

Challenges

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

Challenge number	Detail of challenge
1	General lack of engagement from the parents and an underlying attitude that education is not that important.
2	Generally, pupils are of lower ability.
3	Homework not completed and little evidence of any consistent support.
4	Domestic situations can occasionally be chaotic and are not conducive to home learning where good concentration is paramount.
5	Parents and some teaching assistants lack the knowledge and expertise to provide effective support.
6	Lack of engagement from children and their overall well-being.
7	Inconsistent access to appropriate technology at home, to support general learning and computer confidence and competence. (tablet, PC, laptop etc).

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
Hopefully, the children will have closed the gap on their non-PP peers.	Evidence from termly and annual assessments.
Children will be more self-motivated and determined to do well	Teacher observation and pupil interviews
Children will be growing in confidence	Teacher observation
Children will be growing in independence and have better organisation alskills	Teacher observation

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	Staff need to be familiar with any intervention programmes to achieve the most benefit from them and to be able to tailor interventions to address individual need.	5
Extra parents' meeting to encouragement and provide support so that they can help their child more effectively.	Parents need the knowledge and curriculum understanding in order to fully support their children at home.	1,2,3,4,5, 6 and 7.
Provide ICT devices or computer time in school for pupils who do not have adequate devices at home to access learning.	Specific software, games and digital intervention programmes have been proven to motivate and engage reluctant learners. Regular access can improve children's understanding and retention of facts e.g. TTRockStars, Nessy, ICT Games	3, 4, 6 and 7

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

Budgeted cost: £19,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
General classroom support	Teaching assistants support learners by breaking down tasks into smaller steps and addressing misconceptions as they arise	2, 6 and 7
Small group support Targeted support	Using teaching assistants to provide intensive individual/small group support works best to help PP children close the achievement gap on their peers.	2, 6 and 7
Intervention sessions	Regular short tutoring – additional daily sessions to practice skills, develop rapid recall of facts and build confidence through revisiting and consolidating learning.	2, 6 and 7
Intervention strategies purchased: Power of 1 Power of 2 Toe by Toe Stairway to Spelling Nessie Membership Number Stacks	<p>£15.42 £18.45 £54.10 £32.68 £629.00 £79-00</p> <p>These tried and tested resources have helped children close the gap in the past and helped boost self-esteem, independence and confidence.</p> <p>Total = £828</p>	2, 6 and 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent meetings	Working in partnership with parents to improve outcomes for pupils by sharing expertise and strategies	1, 3, 4, 5, and 6
Extra-curricular activities and Nurturing sessions for pupils	Developing children's mental health and well-being has a positive impact on learning. Extra-curricular activities provide opportunities for pupils to explore other talents/skills and gain a sense of achievement	2 and 6

Total budgeted cost: £35,200

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.

<p>Individual and small group interventions were particularly successful as they enabled Teaching Assistants to address specific gaps for individual pupils.</p> <p>We felt that Number Stacks wasn't as effective as hoped for older pupils so have invested this year in a different intervention programme; Number Sense that was highly recommended by Maths co-ordinators and advisors.</p> <p>Daily 'early-morning' skills sessions in Maths and English have also had a positive impact on pupil learning and confidence (increased scores in Times Tables, improved spelling strategies)</p> <p>Targeted guided reading groups have been effective at increasing pupil's reading comprehension scores and this year we have introduced daily reading sessions for the lowest 10% of pupils in order to accelerate learning for those identified in each year group.</p>

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
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We spent the funding on accessing more teaching assistant support for this group.
What was the impact of that spending on service pupil premium eligible pupils?	From using the test data and teacher assessment, it is evident that the several Service PP Children closed the gap on their peers whilst others at least maintained it.