

Pupil Premium Strategy Statement 2024-2027



The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

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

School overview

Detail	Data
School name	Preston Hedge's Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	3% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tracey Coles, Principal
Pupil premium lead	Rachel Winstanley, Asst Principal
Governor / Trustee lead	Liz White, Chair of Performance Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium)	£21810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024 - 2025) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21810

Part A: Pupil premium strategy plan

Statement of intent

Our belief is that all pupils, irrespective of their background or the challenges they face, should achieve as well as they possibly can in order to go on and meet their ambitions, whatever those may be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including enabling opportunity to stretch and challenge those who are already high attainers.

Therefore, at our school, we use the funding to support and challenge the learning of these pupils so that they make at least good progress and achieve high attainment across all subject areas. We also use the funding to support the well-being of our disadvantaged pupils who need that support and use the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, and the combination of these elements ensure our disadvantaged pupils have the cultural capital they can build on from in the next stage of their life.

We will also consider the challenges faced by other funded pupils, including those who have a social worker or who are from a service family. This statement is also intended to support their needs.

High-quality teaching, using timely assessment and precise is at the heart of our approach, with a specific focus on areas in which individual disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. 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.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school. To ensure our aims are effective we will:

- ensure disadvantaged pupils are appropriately challenged in all subject areas*
- use timely assessment in order to 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*
- monitor attendance*
- ensure we provide opportunities for children to access wider curriculum activities*
- work alongside families to ensure children are supported and ready to learn*

Challenges

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

Challenge number	Detail of challenge
1	Readiness for learning of pupils Ensure that there are appropriate resources at home and at school so children are ready to learn
2	Academic ability Ensuring staff have the skills and knowledge to identify children who need additional support and are able to deliver interventions for both challenge and support.
3	Working with families Provide opportunities to engage with families and share ways to support their child/ children at home including academically, socially and emotionally.
4	School Attendance Support for families to avoid low school attendance and poor punctuality so that their outcomes and academic achievements are not negatively impacted.
5	Financial disadvantage To support our families to ensure the removal of financial disadvantage so the children are able to engage in enrichment opportunities.

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
Disadvantaged pupils continue to leave EYFS socially and academically ready for successful learning in KS1	100% of disadvantaged pupils leave EYFS with a good level of development.
Reading attainment is high among disadvantaged pupils, enabling them to access learning across all subject areas	100% disadvantaged pupils pass the Y1 phonics screening assessment. In Y6, progress and attainment in Reading for disadvantaged pupil is in line or above progress of non-disadvantaged pupils nationally and in school.

Academic difference is diminished at Preston Hedge's - disadvantaged pupils enter secondary with an attainment level that enables them to continue doing well in the next stage of their learning.	In Y6, disadvantaged pupils achieve scaled scores in line with or higher than non-disadvantaged pupils nationally and non-nationally across all nationally assessed subjects.
Support and advice from the SENCO and external professionals to ensure additional needs do not limit the child's ability to make progress	Expectations, additional support and adaptation enables 100% to achieve their targeted progress steps
To ensure families are supported so their child/ren attend school.	Attendance of children who receive pupil premium funding is in line with their peers.
All disadvantaged pupils are enabled to take part in wider school and extra-curricular offers that would be otherwise impacted by the family financial situation.	100% of disadvantaged pupils have attended (as desired) year group trips or additional clubs at no family cost.

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: £2175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual subscription of DfE validated Systematic Synthetic Phonics programme to continue stronger phonics teaching for all pupils.	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:	1 2
Phonics Training delivered for all staff by an accredited trainer / EYFS and Phase 1 lead.	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	2
Staff receive the training and support to identify, intervene and accelerate pupils in receipt of funding, ensuring that pupils in receipt of funding continue to achieve well in KS1, with particular emphases on early reading, phonics, and increased reading fluency with leaders and Pupil Premium Leader	<p>A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EFF) An effective strategy requires goal setting, underpinned by short, medium- and long-term outcomes needed to reach pupils in receipt of funding. The ongoing rigorous evaluation of pupils' attainment, challenges and needs is essential.' (EFF, 2021)</p> <p>Staff should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing including attendance data, behaviours incidences, access to technology and curricula materials. In addition, information on wellbeing, mental health and safeguarding needs to be identified and supported.</p>	2
CPD provided by SENCO and external specialist to support individual needs further	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	2 3

Ongoing training for teachers on delivering high quality first teaching across all subject areas	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	1 2 3 4
Support and CPD for PP lead	In order to effectively support continuous and sustained professional development across the whole school, PP lead to also access support and CPD. Following from this, share best practice across whole school, enhancing the provision for all Pupil Premium children (in accordance with the EEF, 2023).	1 2 3 4

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

Budgeted cost: £15101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups and additional 1:1 reading and phonics provision in KS1 to enable appropriate challenge or intervention for disadvantaged pupils	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EFF)	1 2
Small Maths groups across KS2 to provide specific and focused provision, with regular monitoring, pupils progress meetings and support to ensure the provision meets the aim.	By having small groups, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. "Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies." (EFF, 2021)	1 2

Work with families to share strategies to support their child/ren with their learning	Parents play a crucial role in supporting their children’s learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EFF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EFF). In addition, parents benefit from receiving tips, support and resources to make home activities more effective.	1 2 3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [3634]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child.	All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole. Activities beyond the curriculum experience enhances children’s cultural capital (EEF, 2023)	5
Pastoral support as needed for pupils in receipt of funding	“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.” .” (EFF, 2021)	1 3
Attendance lead to work alongside Senior Leaders and pastoral lead to maintain a positive culture around attendance	Improving pupils’ attendance, is “often vital in boosting attainment.” (EFF, 2021)	4
Engaging with families to ensure they receive appropriate support and resources to support their child/ren socially, emotionally and academically.	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance (EEF 2021). An understanding of family needs order to provide appropriate support and resources.	1 3 4 5

Total budgeted cost: £ [21810]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see separate document for the 2023-2024 review in relation to the strategy from 2021-2024.

In July 2025, the impact of the pupil premium activity on pupils from this strategy (2024-2027) will be reviewed.

Service pupil premium funding

The school had 0 children in receipt of service pupil premium in 2023-2024.