

Pupil Premium Strategy Statement

Padiham Green C of E Primary School



1. Contextual Information/school overview		2. Funding overview	
Number of Pupils in school	198	Pupil Premium funding allocation this academic year	£131,670
Proportion (%) of pupil premium eligible pupils	64 (32.32%)		
Academic year/years that the strategy plan covers	2022-24	Total for this year	£131,670
Date this statement was published	November 2023		
Review date	November 2024		
Pupil Premium Lead	Lisa Tyrer		
Governor	Melissa Barber		
3. Statement of Intent			
<p>At Padiham Green CE Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. We want all our pupils to be given the opportunity to reach their full potential and shine. There is a school-wide commitment to raising achievement outcomes for ALL pupils.</p> <p>A key objective for the use of the pupil premium grant is to close attainment gaps for all eligible pupils. Our belief is that the quality of teaching and learning is the most important factor in the achievement of all pupils. While we know that enriching classroom experiences are paramount we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly. Common barriers to educational achievement faced by many of our eligible children are weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Some of our children receive less support at home and there may also be complex family situations that can have an impact on children's outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met.</p> <p>Aims:</p> <ul style="list-style-type: none"> • For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning • To continue to sustain quality support for well-being/mental health issues • To continue to further develop language and communication skills • To continue to sustain attainment in Reading, further developing every child's love for reading • To close the attainment gap in Writing • To further close the attainment gap in Mathematics • To continue to improve confidence, independence, and self esteem 			

- To continue to improve the wider opportunities available for all pupils
- To continue to improve attendance and punctuality
- To continue to sustain positive parental engagement, support, and partnership work to further reduce barriers to learning

4. Current attainment

KS2 Attainment for 2022-23	<i>No of Pupils eligible for PP 14 (50%)</i>	<i>All pupils</i>
% achieving expected standard or above in reading, writing and maths	64%(9)	48% (14)
% achieving expected standard or above in reading	57% (8)	59% (17)
% achieving expected standard or above in writing	71% (10)	50% (14)
% achieving expected standard or above in maths	86% (12)	73% (19)

5. Barriers / Challenges

1.	To continue to further develop language acquisition and communication skills focusing on speaking and listening
2.	To continue to further develop pupils' phonic and reading skills to increase progress and attainment outcomes
3.	To close the attainment gap in reading, writing & maths
4.	To continue to sustain quality support and provision for pupils, mental health, and social and emotional wellbeing
5.	To further improve rates of attendance and punctuality for all children, with a particular focus on those who are persistence absentees
6.	Many pupil premium children fit into vulnerable groups such as SEND
7.	Many children have limited knowledge and understanding of the world and very limited life experiences / cultural capital

5. Intended outcome	Success criteria
1. Disadvantaged pupils' language acquisition and communication skills are in line with non-disadvantaged pupils and reflect age-related expectations.	Staff are confident in identifying children who require language intervention. Gaps in children's language development are addressed and communication skills are improved. Key vocabulary is identified in all subjects and explicitly taught and referred to. Collaborative work is planned for which is identified in planning and effectively implemented in lessons. There is a positive impact on attainment and progress for disadvantaged pupils in all curriculum areas.
2. Disadvantaged pupils' ability to recall long-term memory learning increases to improve progress and attainment outcomes in reading and phonics.	Monitoring evidence demonstrates the quality of teaching is at least good in all year groups with disadvantaged pupils making at least expected progress and some making accelerated progress. All teaching and support staff are proficient in the use of metacognitive teaching and learning strategies. This impacts positively on disadvantaged pupils' ability to recall facts and improves attainment outcomes. Explicitly planned first-hand teaching and learning experiences motivate and further engage pupils in their learning. This increases opportunities to embed cultural capital experiences and promotes longer term memory recall to further improve disadvantaged pupils' overall attainment.
3. The attainment gap for disadvantaged pupils in reading, writing and maths begins to close.	Disadvantaged pupils make accelerated progress and begin to catch-up so that attainment gaps in reading, writing and maths are in line with non-disadvantaged pupils.

4. The quality of support and provision for disadvantaged pupils' wellbeing and mental health is sustained and impacts positively on pupil outcomes.	Pupils and their families engage positively with school and value education. Pupils and families in need of early help are effectively identified and signposted to the appropriate provision. This impacts positively on future prospects and outcomes for individual pupils. There is an established student-centered safeguarding approach throughout the school, which is structured and systematic. The student-centered safeguarding approach educates children about the core concepts of safeguarding so that pupils feel empowered to take action and become protective of themselves and their peers.
5. Whole school data illustrates rates of disadvantaged pupils' attendance and punctuality are in line with or above national expectations (95%)	Parents/carers appreciate how important it is that their child/ren are on-time and don't miss out on the learning that is happening at the beginning of the day. Staff feel well supported by the parents. Disadvantaged pupils' punctuality record is improving towards excellent. Persistent absenteeism is significantly reduced. Overall attendance is in line with or above national expectations (95%). Punctuality is excellent with pupils and their families valuing the importance of being on time for the start of the school day.
6. Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful	Children will have experienced a range of experiences, visits, working with creative practitioners etc., to bring learning to life. Children have access to a range of extracurricular provision to broaden their experiences. School will subsidise visits for PP children, taking away the financial barriers for families.

6. Teaching Priorities		
Priority	Evidence	Monitoring
Retention of additional Teaching Assistants to maintain higher than average levels of child-adultsupport ratios (£43,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of higher-than-average staff-pupil ratios with pupil progress and attainment.	SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impacts positively on outcomes (see monitoring calendar). Appraisal reviews will ensure any gaps in subject knowledge or confidence are addressed.
Year 1 teacher to attend training and work towards Step into quality Mark. This will support staff in KS1 to ensure provision is in place to allow effective transition of children from EYFS into KS1. £1300	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of effective transition between EYFS and KS1 for disadvantaged pupils	SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impacts positively on outcomes (see monitoring calendar).

Targeted daily support in fast track and bounce back phonics and daily 1:1 reading. (£6,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g., Fast Track Phonics & Bounce Back Phonics	SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring schedule)
Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils (£600)	Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from both PP and non-PP children across all year groups in maths and writing.	SLT allocate significant staff meeting time for Maths & English Leads to disseminate and update all teachers with relevant updates/CPD Regular subject leader monitoring will ensure any gaps in subject knowledge or confidence are addressed.
Purchase a validated Phonics scheme with matching texts to fill any gaps in our reading scheme to ensure a consistent approach to the teaching of early reading and phonics. (£750)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g., Fast Track Phonics & Bounce Back Phonics	SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring schedule)
Total Spending:	£51,650.00	

7. Targeted academic support

Priority	Evidence	Monitoring
SALT/ WELCOMM Weekly speech therapist visit to assess children and work with SALT TA to put interventions in place. (£8,910.00)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight many of our pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that these impact greatly on children's cognitive development (including language acquisition).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment, and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)
EYFS support Additional support was required to ensure effective transition into school. (5,630.69)	Transition meetings in the summer term identified that there was a high level of need in the new reception class.	Pupil progress meetings and classroom monitoring by EYFS staff and SLT.

Speech and Language TA Hours to provide 1-1 and small group interventions (£22,582.71)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators indicate that many of our pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive and language development.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)
IDL Dyslexia / Reading Intervention programme: (£199.00) IDL Maths Intervention programme (£299.00)	English and Maths Subject leaders have conducted a whole school audit for writing. Key areas for development have been identified and will be targeted using IDL.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar)
Subscription Busy things (£290.00)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of high quality resources in the classroom to engage pupils.	Subscriptions and their impacts are monitored annually by SLT.
Total Spending:	£37,911.40	

8. Wider Strategies		
Priority	Evidence	Monitoring
Appointment of a full time Pupil and Family Support Worker to continue to provide high quality support and wellbeing interventions (£20,315.88)	A high percentage of disadvantaged pupils' mental health and wellbeing has been adversely affected as a result of the pandemic. The role of the Pupil and Family Support Workers has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the school's wellbeing register ranging from universal support through the continuum of need to CP level.	Parent/pupil survey, weekly DSL Safeguarding Update meetings, weekly attendance/punctuality figures, termly HT report to the Governing Board.

Subsidised trips/visitors & experiences (£1,200 residential – YR6 (£3,000 annual school trips)	First hand experiences through the provision of trips and/or visitors strengthen pupils' ability to recall key skills and knowledge (sticky learning)	Ongoing teacher formative assessment, SLT/Subject leaders talking to pupils, half termly summative assessment/quizzes, termly summative assessments, Pupil Progress meetings and data collection will be used termly to record and evaluate impact of trips/visitors & experiences
Breakfast Club provided daily for all pupils to attend free of charge (£2700)	Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.	Parent/Pupil surveys, weekly DSL safeguarding update meetings, weekly attendance/punctuality figures.
Attendance & Punctuality Incentives (£1,400)	Attendance rates continue to remain slightly below the Lancashire expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality.	Weekly DSL Safeguarding & Attendance Update meetings, weekly attendance/punctuality figures
Sports coach (£5,811.26)	Evidence shows that children and young people who are more active have more confidence, higher self-esteem, less anxiety and stress and better social skills – attributes that can help them deal with the challenges they face in daily life. Positive attitudes towards physical activity have also been associated with children being happier.	Parent/pupil survey, weekly DSL Safeguarding Update meetings, weekly attendance/punctuality figures, termly HT report to the Governing Board.
Decrease persistence absenteeism for identified groups (£7,531.46)	Daily monitor of attendance, Ofsted, work by pupil and family support worker	Weekly attendance review, same day response, DSL to liaise closely with outside agencies.
Purchase of a washer and dryer powder £150.00	Children needed school supply of uniform and PE kit, to wash uniforms and PE kits	Pastoral meetings
£42,108.60		

Total Spending:	£138,847.00
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Pupil Premium funding allocation this academic year – £131,670.00

Total budgeted cost: £131,670.00

Total Spending: £131,670.00

