

Pupil premium strategy statement – Preston CofE Primary 2024-2025

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	August 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Mrs Claire Hodgson
Pupil premium lead	Mrs Tracy Haines
Governor / Trustee lead	Mrs Liz Wilson-Chalon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,740
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,740

Part A: Pupil premium strategy plan

Statement of intent

At Preston C of E Primary School we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language difficulties
2	Social, Emotional and Physical health issues
3	Behavioural and SEN difficulties
4	Impact of socio-economic background and disadvantages faced
5	

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
PRIORITY 1: To continue to achieve high standards in Reading, Writing and Maths throughout the school and improve the rates of progress still further.	Targets set are ambitious and ensure rigor throughout the curriculum. Teachers and pupils adapt to previous curriculum disruption to ensure children's attainment remains unaffected. Enriched curriculum with wider learning opportunities including links with the local community. Interventions are personalised to the

	pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. Where possible, interventions are on a 1:1 basis delivered by experienced teachers and teaching assistants Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching Barriers to learning are promptly addressed to ensure there are no gaps in education provision Pupils are encouraged to become independent learners and develop the skills essential to achieve the desired educational and social outcomes Rigorous monitoring of progress and attainment and interventions delivered to ensure that the provision is suitable and achieving the desired outcomes for the child
PRIORITY 2: To improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good and often Outstanding. (Thereby improving the outcomes for pupils still further.)	Teachers ensure strong home-school links and encourage parental engagement throughout the year. An example of this is Family Learning Clear, ambitious expectations are set for pupils, teachers and parents to ensure children achieve national expectations and beyond All pupils are heard to read daily both at school and at home High quality teaching and learning seen through the monitoring of lessons, work scrutiny and academic progress and attainment
PRIORITY 3: To increase the capacity of the school significantly by enhancing provision in a variety of ways, including further development of the staff team.	Pupils will develop and maintain healthy peer networks and improve social communication skills through a range of curriculum activities. The use of Ambassadors, Buddies, Prefects and Play leaders fosters a sense of responsibility, pride and develop social relationships across the school Teachers have high expectations,

	language programmes, tailored interventions programmes, Breakfast Clubs to encourage attendance rates and the correct readiness to learn, uniform support where deemed necessary to ensure pupils feel a sense of community and belonging and PFSA support for families to develop lines of communication between home and school. The role of the PFSA also supports academic achievement alongside emotional wellbeing. Identification of individuals who are set to exceed expectations ensures sufficiently challenging work is set, and support is in place for pupils to succeed i.e., through the provision of homework clubs and parental engagement of all pupils and have a non-negotiable approach to all aspects of learning Targeted interventions and support ensure that barriers to learning are overcome i.e. through the use of ELSA, high quality Speech and Language intervention.
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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: **£18,348**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff awareness and understanding of the National Curriculum	Through staff CPD, Trust training, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of their year group curriculums; this will include those	

across EYFS/KS1 and KS2	above and below the year group they teach. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding, particularly with regards to English and Maths. Staff will be actively encouraged to observe in other year groups and schools to develop their own understanding and put pedagogy into practice. Revised training programmes for ECTs (formerly NQTs) will reflect a greater emphasis on pedagogy and putting this into practice in the classroom to improve pupil's attainment and progress. Subject leader CPD to ensure their own knowledge remains current. As a school, we remain at the forefront of innovation, leading the way in change and progression across the curriculum.	
Further develop the teaching of vocabulary across the curriculum and the importance of the spoken word	Ensure pupils use the correct terminology across the curriculum when speaking and writing. Pupils will feel empowered and will be able to use their learning in context with enhanced confidence. Oracy skills will be improved and this will be reflected in attainment.	

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

Budgeted cost: **£50,457**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality homework and strong engagement with families	Provide a range of high-quality learning opportunities for children to help further their learning and close attainments gaps for PPG/SGP pupils. This will include curriculum enrichment	

	opportunities alongside Family Learning. PPG/SGP pupils will have the option to participate in homework clubs and receive adult support outside of normal school/class hours. This can be extended to 'flipped learning' models where pupils come to school prepared and ready to engage and participate in learning and discussions. +5 months Family Learning workshops for families to share positive learning experiences. Workshops will involve writing and communication skills which will improve pupil's educational outcomes. +4 months	
Develop a system of mentoring between PPG children and adults	PPG/SGP Children will be assigned 'Learning Mentors' within their year groups to assist them with their key areas for development. The adults will act as a positive role model and promote healthy learning habits whilst encouraging greater participation in the classroom, homework and extracurricular activities on offer at school. +2 months	
Interventions	Where required, children will be offered rapid intervention programmes to close the gaps and accelerate progress across the curriculum. Programmes will be tailored to suit the child's academic or social needs. Most of these interventions will take place during lesson time for improve impact. + 4 months	
Homework clubs	Weekly homework clubs offered for children to complete weekly homework tasks in a supported environment. Clubs provide children with a quiet, calm environment to complete high quality homework which will ultimately have an impact on learning. + 5 months	

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

Budgeted cost: **£22,935**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions for behaviour – support from PFSA	Staff work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance. Where families need further support, this will be delivered through the PFSA/ELSA programmes to improve mental health, wellbeing and social skills. +4 months	
Issues with attendance are address rapidly – support from PFSA, School Leaders and other intervention services	Rigorous monitoring of attendance across the school, particularly with PPG/SGP pupils. Non-attendance is addressed rapidly and support given to families to ensure this improves. This may take the form of PFSA support, fee free Breakfast Club place and working with external Education Safeguarding agencies to ensure significant issues are dealt with satisfactorily and support is forthcoming where necessary.	

Total budgeted cost: £ 84,652

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Invincibles Military Club runs throughout the year as an after school and lunchtime club. The clubs undertakes a range of activities and external visitors.
The impact of that spending on service pupil premium eligible pupils
Sense of belonging, supporting emotional health and wellbeing which flows into academic achievement within the classroom.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.