

### Pupil premium strategy statement-2024- 2027

This statement details our school’s use of pupil premium for the academic year 2024 -2027 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	Padbury CE School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	LGB
Pupil premium lead	Lucy McFarlane
Governor / Trustee lead	Hannah Grace

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24/25	£15,586
Overspend in 2023 24	-£2117.24
<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	£13,469

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers faced to learning for our disadvantaged pupils are:

- Lack of opportunity outside of coming to school.
- Limited support academically at home.
- Weak language and communication skills.
- Complex family situations which prevent children from flourishing.
- 66% of our current PPG children have witnessed domestic violence in the home.
- Lack of access to ICT provision to access home learning platforms.

There is no 'one size fits all' approach as the challenges are varied and in a small school, often unique to individuals and their families.

At Padbury CE School it is our intention:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates from their starting points.
- To support children with their health and mental wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate funding to support any pupil or pupils the school has legitimately recognised as being socially disadvantaged.
- Pupil premium will be allocated on a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not in inclusive of:

- Ensuring all teaching is good or better thus ensuring the quality of teaching experienced by all children is good.
- Effective deployment of support staff to support all children in whole class, group work and 1:1 where appropriate.
- 1:1 support from teaching assistants where appropriate for individual needs.
- Support payments for lunches for KS2 children as well as activities such as residential, visits, attending extracurricular clubs.
- External professional support from cognition and learning to support diagnosis and support for teachers in adapting provision to match need.
- External support from play therapist to meet emotional and social needs identified.
- Behaviour support where required.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in writing and maths.
2	To ensure children make good progress in phonics and early reading.
3	Attainment gap in achieving greater depth in reading, writing and maths.
4	Behaviour difficulties as a result of difficulties in regulating emotions.
5	Supporting children who need emotional support in order for them to be able to learn effectively.
6	Parental engagement in supporting learning from home.
7	Ensuring all children have access to wider experiences regardless of whether they are eligible for the PPG
8	To support children who have experienced domestic abuse in the home, historically and currently.

## 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
Progress in writing	All pupils eligible for the PPG will make at least expected progress.
Progress in maths	All pupils eligible for the PPG will make at least expected progress. 36% (4 ch'n) will make better than expected progress and begin to close the gap with their peers.

Progress in phonics and early reading- EYFS and KS1	All children pass phonics check in yr1 in 2025 and achieve expected or better progress from starting points.
Achieve greater depth in reading	Achieve national average for greater depth reading for PP pupils in KS2.
Achieve greater depth in maths	Achieve national average for greater depth for PP pupils in maths in KS2.
Children understand and use the Zones of regulation.	Children able to describe and label emotions to an adult at key points without hurting others. Children to be able to articulate how zones helps them when they are feeling angry/cross.
For all children to be able to attend all events the school organises	All pupils attend.
Children able to recognise what domestic abuse is and how they may have been affected and seek help.	Children able to verbalise their thoughts on current and previous situations knowing they can trust adults in school when needed.

### 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers in reading, writing and maths to deliver high quality teaching <i>(Free)</i> .	EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change.  Training from the Trust throughout year to support effective delivery with focus on writing (Julie Sargeant)	1,2,3
Additional TA support (TA) in a class where needs of pupils identified as priority. <i>(£2000)</i>	EEF-tiered approach to support smaller group teaching. Focus on overlearning and revision of work covered to allow all children to keep up.  2 full time TAs to support learning in 1:1 capacity.	1,2,3
Additional M6 teacher to support children in a class in morning for 2024 25 <i>(Est:5,000)</i>	EEF-Quality first teaching alongside smaller groups. This will enable focussed teaching to meet specific needs of academic and behavioural/developmental needs in class for a fixed term.	1,2,3,4
Mentoring of new staff/ side by side approach. <i>(Free)</i>	Paired teaching builds on side-by-side approach model to improve the quality of teaching and outcomes for all children.	1,2,3,4,5

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

Budgeted cost: £1545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision monitoring (1 TA 3x weekly 1 hour x20 weeks) £375	EEF-1:1 targeted support. Focused timed interventions that show pre-task and post task scores show progress of pupils.  Evidence from progress made last year with this intervention proved successful in securing number bonds, times tables knowledge and spelling patterns has dictated why this intervention is successful to repeat again.  1x TA weekly to run sessions in KS2	1,2,3
Small group intervention (£324-1 TA 1 hour x20 weeks)	EEF-Collaborative group work. Shown to be effective in identifying small groups of children with similar needs who need some additional input and time to embed key concepts and skills.  2x intervention sessions after school with maths and writing focus.  Purchase of intervention support.	1,2,3
SOS spelling (£446 1 morning of TA 1x weekly for 20 weeks)	EEF-Multisensory approach to spelling effective in securing knowledge of words into long term memory.	1,2,3
'Keep up' phonics support programme. (Free)	DfE-Little Wandle Letters and Sounds shows how additional phonic booster sessions daily can help children 'keep up' and make good progress in phonics.	1,2,3
Purchase of 'Doodle' app to support English and maths skills (Proportion of total cost £400)	Accredited programme to support all children at home with additional support for disadvantaged children daily at school.	1,2,3

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

Budgeted cost: £4924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation for children and parents <i>(Free)</i>	Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to access and discuss their emotions more readily through the use of the colour zones. They have a greater understanding of how they feel. It allows them to understand all emotions are ok and therefore allows them to manage and regulate them more easily while feeling more confident.	3,4,5
Parental meetings to encourage and support learning at home <i>(Free)</i>	EEF: Parental engagement Good parent: school relationships are vital for all children but need to be nurtured more with hard-to-reach parents. Strategies for achieving this include breakfast meetings/phone calls home	3,4,5
Professional support Cognition and learning x2 <i>(£1000)</i>	Diagnostic reports with Professional support where concerns over specific learning difficulties arise will support pupils and teachers in planning to meet needs.	1,2,3,4,5
Provision of lunchtime extra-curricular sports activities to provide high quality game and activities to engage pupils <i>(Money from Sports Grant)</i>	This structured and supervised provision helps to engage pupils and keep them physically active improving wellbeing and mental health. As a result, behaviour issues are kept to a minimum and pupils are able to return to class ready for learning	1,2,3,5

<p>Provision of enrichment activities, trips, visitors and residential trips, music lessons. (Est £200)</p>	<p>Enrichment days, visitors, visits and trips are linked to the curriculum, this enables pupils to receive first-hand experiences to support learning in the classroom.</p> <p>All key stage 2 pupils are offered the opportunity to learn to play an instrument. This helps to develop confidence and promotes health and wellbeing. "Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum." EEF</p>	1,2,3,4,5
<p>Lego therapy (Free)</p>	<p>Research shows Lego therapy supports children with social communication difficulties learn to work together in small groups to understand taking turns, working together to create a shared outcome.</p>	4,5,7,8
<p>Trainee counsellor -series of sessions free of charge Oct to April 25. (Free)</p>	<p>Research shows counselling is beneficial for those in need of emotional support or advice. It provides a safe and secure space to discuss personal thoughts, feelings and experiences with someone who is trained to help guide children through any difficulties that may arise.</p>	4,5,7,8
<p>Trauma and attachment training (Free)</p>	<p>There is a large body of evidence which shows that the adversity children experience can affect them into adulthood. Anyone can be susceptible to ACEs regardless of ethnicity, sex and socioeconomic status.</p> <p><u>Studies have shown:</u></p> <ul style="list-style-type: none"> <li>•Nearly half of people in England experience at least one ACE, with around 9% experiencing four or more ACEs (Blackburn &amp; Darwen Study).</li> <li>•Six ACEs can reduce your life expectancy by 20 years.</li> <li>•ACEs experience tends to increase with lower socioeconomic status.</li> </ul>	7,8
<p>Lunch provision for PPG KS2 children (8 ch'n @ £2:53 = £3724)</p>	<p>Essential that children have healthy, well-balanced diet and the school needs to provide this.</p>	3,4,5

**Total budgeted cost 2023/24 £13, 469**