

Pupil premium strategy statement – Pillowell Primary School

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	83
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs K Evans
Pupil premium lead	Mrs K Evans
Governor / Trustee lead	Mr C Fordham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£18,005

Part A: Pupil premium strategy plan

Statement of intent

At Pillowell, Blakeney and Walmore Hill Schools Federation we aim that all pupils, irrespective of background will become happy, confident learners enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils in achieving this goal.

Our primary approach is to ensure quality first teaching, whether that be through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress.

We identify the challenges and needs of each Pupil Premium child through diagnostic assessment and, through My Plans and Pupil Progress meetings, we set targets which will support their learning, whether these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise that there are considerable challenges in this current economic climate which have a huge impact on the mental health and well-being of our pupils and their families, particularly the disadvantaged. We want to support our families in providing the best start we can for their children.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Attendance of PP pupils (92%) is less than that of non-disadvantaged pupils (95%).
3	Parents lack confidence in supporting their child's learning which leads to lower aspirations for this group
4	87% of pupil premium pupils are also SEND
5	Well-being of disadvantaged pupils is suffering due to the current economic climate.

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
The gap between disadvantaged and non-disadvantaged pupils moves closer to national expectations	End of year assessments at KS1 and KS2 indicate a narrowing gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. End of EYFS and phonics screening also indicate a closing gap for these pupils.
Pupils who are both pupil premium and SEND are identified and make expected progress	PP/ SEND pupils are identified swiftly and their progress tracked. Appropriate targeted support is in place to ensure the pupils make at least expected progress. Pupils make at least expected progress.
Parents feel more able to support their child's learning	Attendance of PP parents at parents meetings and curriculum meetings is improved. PP parents engage with homework.
Improve attendance of disadvantaged pupils	Attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are administered, interpreted and acted on correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3
Implementation of the validated SSP.	Phonics approaches have a strong evidence base that indicates a	1,3

	<p>positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
--	--	--

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub (partner school).	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3,4
Individual small group tuition with trained TAs to address areas where pupils are not on target particularly in early phonics and reading and number	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year... those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,3,4
Dyslexia support from a specialist teacher	<p>The British Dyslexia Association promotes early identification of specific learning difficulties (SpLD) and support in schools to ensure opportunity to learn for dyslexic learners. It is advised that appropriate support is put in place as soon as a need is identified.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p>	1,3,4

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

Budgeted cost: £2005

Activity	Evidence that supports this approach	Challenge number(s) addressed
support and team building sessions	<p>Recent studies have demonstrated the adverse impacts of Covid-19 on children and young people’s wellbeing, including an increase in emotional difficulties (Shum et al., (2021). In addressing these elevated levels of need, interventions which focus on developing pupils’ socio-emotional learning, including their emotional regulation and social skills, have been highly advocated (e.g.Yorke et al., 2020). The ELSA programme is one such intervention, which has been associated with reduced anxiety, positive peer relationships and the development of resilience (Krause, Blackwell & Claridge, 2020).</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2,5
<p>Introduce parent pop-in sessions for parents to view their child’s work.</p> <p>Introduce a communication system for home-school liaison so that parents feel in touch with what their child is learning.</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Education Endowment Foundation</p> <p>See also ‘Working with parents to support children’s learning’: Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	2,3,5
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>See also Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2,3,5

Total budgeted cost: £18,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>The gap between disadvantaged and non-disadvantaged pupils moves closer to national expectations</p> <p>End of year assessments at KS1 and KS2 indicate a narrowing gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>	<p>KS1</p> <table border="1" data-bbox="810 427 1412 707"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Non-disadv</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>KS2</p> <table border="1" data-bbox="810 790 1412 1070"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>66.6%</td> <td>66.6%</td> <td>66.6%</td> </tr> <tr> <td>Non-disadv</td> <td>87.5%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Read	Write	Maths	Disadv	n/a	n/a	n/a	Non-disadv					Read	Write	Maths	Disadv	66.6%	66.6%	66.6%	Non-disadv	87.5%	100%	100%
	Read	Write	Maths																						
Disadv	n/a	n/a	n/a																						
Non-disadv																									
	Read	Write	Maths																						
Disadv	66.6%	66.6%	66.6%																						
Non-disadv	87.5%	100%	100%																						
<p>Appropriate targeted support is in place to ensure the pupils make at least expected progress.</p> <p>Pupils make at least expected progress.</p>	<p>2 PP pupils made better than expected progress in reading and maths.</p> <p>1 PP pupils made expected progress in writing.</p> <p>3 children did not make expected progress in reading, writing and maths.</p>																								
<p>Parents feel more able to support their child's learning</p>	<p>No evidence available.</p>																								

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

--	--

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.