

## Pupil premium strategy statement – Pewithall School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. Academic Year 2024- 2025

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	208
Proportion (%) of pupil premium eligible pupils	19.53%
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	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mr D Baugh
Pupil premium lead	Mr D Baugh
Governor / Trustee lead	Mr N Hutchinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,655
Recovery premium funding allocation this academic year	£ 5945

<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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</i></p>	<p>£ 0</p>
<p><i>year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b></p> <p><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></p>	<p>£ 65,600</p>

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Pupil Premium Grant is used for the following reasons:

1. Identification of the barriers to learning that children are facing
2. Identification of the learning priorities for our children by teachers and leaders
3. Supporting all children's mental health and wellbeing by ensuring that they can access specific cultural experiences that they would not otherwise.
4. Ensure Attendance is prioritised for PPG children.

### **Curriculum Overview**

Our inclusive curriculum design ensures high quality teaching and learning of all subjects through connected and creative study that takes full advantage of local opportunity. There is an emphasis on the basic skills of English and maths in building children's cultural capital. Holistic child development is accomplished by protecting art, design and technology, music, computing, P.E., foreign language, history and geography, all of which enliven children's lives through the promotion of spiritual, moral, social and cultural understanding. This is achieved through a learning project approach.

Our vision for the curriculum is a vehicle which prepares our children for life in the twenty-first century by creating opportunities for learning that are engaging, motivating and memorable. Our curriculum is a system that encourages independence, curiosity and creativity: a system that produces collaborators, innovators, leaders and, above all, a curriculum which enables pupils to understand what it is like to be human. The Pewithall School curriculum is exceptionally well designed and provides pupils with every building block to be successful in later life.

The curriculum combines six groups of skills that, together with the functional skills of English, Mathematics and computing, are essential to success in learning, life and work.

These grouped skills are entitled: Independent thinkers, Creative Thinkers, Reflective Learners, Team Workers, Self- Managers, Effective participators. Each group of skills is distinctive, coherent and interconnected. This ensures that pupils develop skills and knowledge at the same rate. Skills Progression

thoroughly mapped progression skills map for every subject ensures that pupils are given age appropriate, challenging work in every year group. We believe that not a moment, in school, should be wasted and life is not a dress rehearsal for our pupils. Therefore, every moment should have meaning.

### Content and Concepts

To ensure that pupils are taught R.E, PSCHE, Personal Development and SMSC, we have a concept based approach to our curriculum teaching. Pupils are taught about a range of concepts from adversity to loyalty; from freedom to forgiveness. This develops the whole child - not just the academic child.

### Enquiry question

The enquiry question shapes and moulds the learning so that it has deep philosophic meaning for the pupils. Examples of this are: Why is the sky blue? Does adversity always make you stronger? Are all invaders bad people?

## Authentic outcomes

An authentic outcome for the culmination of the learning is essential. This could be pupils creating their own museum, a performance, a book, a wildlife pond, a residential trip or an ancient artefact. This outcome combines all the skills that are gained from learning.

## Critical Audience and Critique

To ensure pupils know and remember more about their learning, we invite audiences to comment on the authentic outcome for praise and positive improvement. Pupils will be encouraged to justify their choices.

This curriculum model ensures pupils are effective learners, knowing and remembering more over time.

## School Performance

KS2 SATs							
	30 Pupils	RWM	Reading Progress	Writing T	Maths		
PP	8	66%	0.5	-1.7	-2.4		
All Pupils	22	67%	0.2	-0.9	-0.5		

Pupil Progress meetings with teachers indicate how well provision is impacting on pupil performance and where realignment is necessary. Pupil voice is also gathered termly to gather evidence of how well children are flourishing, what is going well and what their hopes are moving forward.

*We will achieve this by:*

Half termly pupil progress meetings with the class teacher to discuss progress and ensure that high expectations are being maintained with regard to;

- Monitoring Quality First Teaching through school systems including lesson visits, book scrutiny and moderation.
- Robustly tracking impact of provision on performance.
- Analysis of pupil assessment data (and question analysis data) that focuses on disadvantaged children.
- Individual and personalised support and interventions agreed with the class teacher

SLT is focused on professional development and supporting all teaching staff to raise their own levels of performance in uplifting quality first teaching.

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Weak Language and Communications skills due to limited language development and vocabulary.
2	Low attainment on entry to the EYFS and lack of nursery provision due to COVID. Limited language exposition among children with lower starting points. Poor grammar knowledge and independent application following into writing. Limited development of vocabulary and understanding of words in context leading to low reading comprehension ability. The percentage of FSM pupils in Y2 who did not achieve EXP in EYFS.
3	Lack of Cultural Capital- Pupils have limited life experiences. Pupil or family with limited cultural capital. Families struggling financially and personally because of changes in employment and impacting negatively on family circumstances. Increasing number of children have greater access to online platforms and their online safety and wellbeing is at increased risk.
4	Negative impact of lost schooling due to COVID-19 pandemic: Relationships children whose family have suffered bereavement, attachment issues following extended period of absence. SEMH, new adverse childhood experiences, personal friendships and anxiety, school anxiety. Curriculum: a widening of disadvantage o progress data gaps. blended approaches – no 'lost' learning; 'recover', 'restore' and 'repair' o metacognition – quality feedback o Uncertainty about a changed way of working: o Safety – COVID-19 anxiety Delivery of FSM and learning to pupils self-isolating.
5	Chaotic Family Lives and Social Services Involvement.

## 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
------------------	------------------

<p>To continue to close the learning gap caused by COVID-19 to ensure all Pupil Premium children are on target by July 2024 to reach their progress measure from their starting point, to include the use of the School Led Tutoring.</p>	<p>Operating a successful blended learning platform for use during COVID-19 that all Pupil Premium pupils engage with.  Attendance of Pupil Premium pupils is in line with non-disadvantaged pupils. Progress in end of KS2 tests and Teacher Assessment (all year groups). Teachers match work closely to pupils' needs, highly focused with intensive feedback dealing with misconceptions. (Learning Walks)  Visible Learning is evident in lessons – using strategies small group targeted work with class TAs or teacher depending on need.  Pupils have individual targets for improvement over the academic year. These targets being social, English and mathematics in nature.</p>
<p>To improve the language exposition, understanding of vocabulary leading, independent application of Grammar, punctuation and spelling skills so an increased number of Pupil Premium children attain ARE and GDS by the time they leave school.</p>	<p>The difference between disadvantaged pupils and non disadvantaged nationally in spelling by the end of Key Stage 2 is narrowed. Detailed language exposition threaded through English teaching sequences, so pupils build a rich repertoire of language and sentence constructions using the Pathways to Write Scheme. High quality books are used to develop pupil understanding too. The gaps in knowledge, understanding and skills reduced. The pupil: adult ratio is reduced which increases attention for groups / individuals. Work matched more closely to the needs of the individual is targeted more effectively.</p>

<p>Implementation of a Whole School Kindness Strategy to support all children in the development of mindful coping strategies and build positive relationships to support their personal and emotional growth. My Happy Mind.</p>	<p>Continue to support children in building self-regulation and coping strategies to deal with situations and events that may overwhelm them at times. A focus on relationships as the key to understanding the self. A shift in the conversations between adult : child using a whole school language. A fully informed, bespoke approach to improving readiness to learning – full knowledge of each child (parents / teacher / child triangulation). Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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

Budgeted cost: £ 40,455

<p>a) Each class has a designated TA/ Teacher who works with the pupils who are in receipt of the pupil premium funding to help ensure the outcomes for those pupils. b) Designated time for</p>	<ol style="list-style-type: none"> <li>1. EEF one-to-one tuition research .</li> <li>2. EEF mastery learning research</li> <li>3. 3. EEF small group tuition research</li> <li>Sutton Trust What Makes Teaching Great</li> <li>4. EEF feedback research</li> <li>5. Sutton Trust Educating the Highly Able research</li> <li>6. Additional support targeted at specific pupils who are making</li> </ol>	<p>3 &amp; 5 1- 5 5 1 &amp; 2 4</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

<p>teaching staff to attend half termly Pupil Premium Meetings to monitor progress and attainment and identify priorities. c) ELSA to develop further the Growth Mind-set approaches. d) Online subscriptions to digital education services: Sumdog/ TT Rockstars/ School Jam. e) Small group support for each cohort by the class teaching assistant. Directed support for pupil premium children.</p>	<p>slower progress in learning, particularly in writing.</p> <p>7. Visible Learning: Meta cognition, questioning and thinking skills. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. Dweck/ EEF / Claxton,</p> <p>8. CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 13, 859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions from the schools teaching assistants in mathematics, reading and writing.</p>	<p>EEF one-to-one tuition research. EEF mastery learning research EEF small group tuition research xiii) Sutton Trust What Makes Teaching Great 1 2 4</p>	<p>1</p>
<p>SEMH interventions from SEN TA and TAs.</p>	<p>Carol Dweck Growth Mindset Developing behaviours and attitudes for learning. Guy Glaxton- Powering Up Pupils.</p>	<p>1</p>

ELSA Support for pupils.	Joseph Rowntree Foundation Physical and Mental Health research. Joseph Rowntree Foundation Poverty and Children's Personal & Social Relationships research.	1
Developing stronger cultural capital through curriculum Development and design.	Jonathan Lear- Developing a curriculum which is real and meaningful for pupils and has an authentic outcome for the pupils. Through the curriculum the pupils will be provided with a vehicle for them to create an authentic outcome for their learning.	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing 5 ways to wellbeing with the Local Authority and the school council.	CLOSING GAPS EARLY The role of early years policy in promoting social mobility in England Kitty Stewart and Jane Waldfogel – September 2017.	4

<p>Target attendance of disadvantaged pupils at extracurricular activity. ii) Provide additional ELSA support for disadvantaged pupils. Develop a support programme for all disadvantaged pupils to develop leadership skills when working with others.</p>	<p>Sutton Trust Closing Gaps Early research Sutton Trust Extracurricular Inequality research Joseph Rowntree Foundation Physical and Mental Health research Joseph Rowntree Foundation Poverty and Children's Personal &amp; Social Relationships research</p>	<p>1,4</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

### Total budgeted cost:

Total budgeted cost: Total is £65, 600 Break Down: ELSA is £12,799 for 3 days and £60 for ELSA Supervision - £12,859 ELSA Resources - £1000 Digital Content: Sumdog- £792 TT Rockstars - £94.90 School Jam - £102.00 Music for Life – £1302.00 Teacher/ TA support per class. £49, 450.10.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Planned Outcome: All children have better control of standard spoken English. Children become better at asking appropriate questions and at the right times. To be measured by national standardised testing, teacher assessment and observations.

Outcome for pupils: The standard of spoken English including pupils using the wrong tense has improved considerably over the academic year. Our school colleagues have modelled pronunciation and the spoken word and therefore pupils have improved over time. The level of questioning from pupils has really improved with the vast majority of pupils being able to consider and ask questions to develop and move their learning on. This has been the result of pupils being taught to pose questions to improve their understanding through quality first teaching. Teacher assessment from the previous academic years have shown that pupils have made good progress which is at least in line with non-disadvantaged pupils.

Outcomes for Pupils. All pupils make minimum 'expected' progress in reading, writing and mathematics. All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally (At end of KS). To be measured by national standardised testing and our own internal progress tracking.

Outcome: All pupils to be supported and championed by the class teaching assistant. Giving the pupils the opportunity to work with a designated adult who is trained to develop academic and social skills alike.

## 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)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.

