# Pupil premium strategy statement 2024-25

## This statement details our school’s use of pupil premium funding (and recovery premium for the 2024 to 2025 academic year) to help improve the attainment and wellbeing of our disadvantaged pupils at Preston Primary.

## 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

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| Detail | Data |
| School name | Preston Primary |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mrs Sue Richardson |
| Pupil premium lead | Mr Paul Sanderson |
| Governor / Trustee lead | Mr Duncan Clift |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £71,315 |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £71,315 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Preston, all children matter. We aim to ensure that every child leaves Preston Primary School excited about learning and determined to succeed.  We want to equip them with confidence, resilience, knowledge and skills which will enable them to thrive in their future lives and contribute positively to the society in which they live. Our intention is that our Pupil Premium Funding supports us to achieve this for our most  vulnerable learners. Pupils may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing the whole child remains the same.  We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.  Our belief is that improving the quality of teaching is the most significant factor in raising attainment and our strategy priorities reflect this. We maintain that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils but has a disproportionately positive effect on children eligible for pupil premium funding. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.   Pupil Premium funding at Preston Primary is allocated following annual analysis (including the use of diagnostic assessments) of the most significant barriers to disadvantaged pupils’ learning. This, in turn, identifies priority groups and individuals.  We use research based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence summaries from the [Education Endowment Foundation](https://educationendowmentfoundation.org.uk/) and Sutton Trust as well as learning from what has previously impacted positively in our school context. In line with DfE guidance, we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  We focus heavily on engaging directly with parents and carers and to take their views into account as we believe it is they who know their children best. |

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

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| Challenge number | Detail of challenge |
| 1 | The learning gaps between disadvantaged pupils and their peers needs to be reduced |
| 2 | Pupils have limited life skills and cultural experiences beyond their home life and immediate community. This can hinder their understanding of some concepts and vocabulary, or their confidence when engaging with things that are unfamiliar to them |
| 3 | The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees. |
| 4 | Some disadvantaged pupils also have additional barriers which impacts on pupils in terms of their attainment and progress. |

## 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.

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| Intended outcome | Success criteria |
| Pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up. | Disadvantaged children in EYFS will achieve GLD in line with their peers  Disadvantaged children will achieve in line with their peers in MTC  Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths  The vast majority of disadvantaged children will make at least the expected progress across the curriculum |
| Pupil Premium pupils have similar opportunities and access to the school’s curriculum and wider school life as do their peers. Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased. | The percentage of disadvantaged pupils who attend extra curricular clubs will remain at least in line with previous year  Percentage of disadvantaged children who attend more than one club will increase from previous year  Children who attend school using school transport will have access to extra curricular clubs  Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers  Data shows that PP pupils experience equity in relation to accessing all aspects of the school’s wider curriculum. |
| To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees. | To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 1.9%)  To close the gap between disadvantage children persistent absence 17.9% and whole school persistent absence 8.7% by reducing pupil premium persistent absence |
| To ensure that pupil premium pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs | To ensure that pupils make progress to achieve individual targets that have been set  The percentage of pupil premium children with additional barriers who make accelerated progress will increase  To increase the percentage of pupil premium children who are on track in each year group |

## 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: £11,000 approx.

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| Activities | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers to receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy focusing on active engagement of pupils ensuring retention of key information. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Cognitive science research.  EEF rating: High impact  Evidence base: high  Cost; moderate  This will disproportionately benefit disadvantaged pupils. | 1 |
| All teachers receive release time to share best practice within school and across our Trust | EEF rating:  High impact  Evidence base: high  Cost: high  This will disproportionately benefit disadvantaged pupils. | 1 |
| All teachers have to access to high quality coaching programme led by SLT focusing on developing specific and agreed teaching strategies aligned to the school’s ‘best practice’ teaching principals. | EEF rating:  High impact  Evidence base: high  Cost: high  This will disproportionately benefit disadvantaged pupils. | 1 |
| All teachers to continue to be trained on Preston expectations for reading, writing and maths | EEF rating: [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  High impact  Evidence base: high  Cost: low | 1 |

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

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish dynamic small group and individual led precision teaching for identified pupils falling behind in specific maths and/or literacy areas – to include speech and language and phonics interventions for pupils with poor oral language and communication skills. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  EEF rating:  Impact: moderate  Evidence base: moderate  Cost: low | 1, 4 |
| Establish appropriate structured interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind | <https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/>  EEF rating:  Impact: moderate  Evidence base: moderate  Cost: moderate | 1, 4 |
| To ensure that tutoring is carefully targeted building on the successes of last year tutoring. This is to be delivered by qualified teachers. | EEF rating: [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  Impact: high  Evidence base: moderate  Cost: moderate | 1, 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**Budgeted cost: £30,500 (inc. F.L.O)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All year groups to be exposed to a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (ie. visits, visitors, virtual tours, extra curricular clubs, arts, music etc. residential opportunities). | [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning  toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20toolkit)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  EEF rating:  Impact: moderate  Evidence base: moderate  Cost: low | 2 |
| To employ an F.L.O to work collaboratively with families whom would most benefit from support | EEF rating:  Impact: moderate  Evidence base: moderate  Cost: low | 3 |
| To offer a ‘parental purse’ whereby parents/carers are offered a proportion of their child’s pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. cooking, playing an instrument, swimming, etc.). | EEF rating:  Impact: moderate/high  Evidence base: high  Cost: low/moderate | 2 |

**Total budgeted cost: £71,500**

## Service pupil premium funding

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| Intention: | Success Criteria |
| The school’s FLO to help ensure current and future ‘service’ pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.  Gaps in ‘service’ children’s education caused by moving  between schools are identified and addressed with targeted one to one support. | Through targeted emotional wellbeing support offered by the school’s FLO, ‘service’ pupils are coping well  emotionally if a parent/carer is moved to a different service venue – and are effectively managing situations where they themselves may need to move to a different school.  ‘Service’ pupils attainment is at least in line with other  Preston pupils and their progress is good. |

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This identifies the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

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| **Intended outcome** | **Review** |
| **Pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.**  **Success criteria**  Disadvantaged children in EYFS will achieve GLD in line with their peers  Disadvantaged children who did not achieve GLD at the end of EYFS will achieve the pass mark for phonics  Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths  The vast majority of disadvantaged children will make at least the expected progress across the curriculum | * All pupil premium children in Reception achieved GLD which was above the rate for no pupil premium children * Of the pupil premium children who did not achieve GLD 1 child passed their phonics test. The other children did not pass but all had a dual vulnerability of SEND. * All pupil premium children achieved the expected standard for reading, writing, GPS and maths in year 6. This was above the level of non-pupil premium children. * The vast majority of pupil premium children made the expected progress. * 87.5% of pupil premium children in year 4 scored full marks in their MTC test. Pupil premium children performed better than non pupil premium children. * The average score of pupil premium children was 24.4 marks out of 25 which is above national all children and in line with school non pupil premium children |
| **Pupil Premium pupils have similar opportunities and access to the school’s curriculum and wider school life as do their peers. Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased.**  **Success criteria**  The percentage of disadvantaged pupils who attend extra curricular clubs will increase from previous year  Percentage of disadvantaged children who attend more than one club will increase from previous year  Children who attend school using school transport will have access to extra curricular clubs  Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers  Data shows that PP pupils experience equity in relation to accessing all aspects of the school’s wider curriculum. | * 78% of Pupil premium children attended at least one after school club which is an increase from the previous year. * 10 pupil premium children out of 15 who did not attend a club the previous year attended at least one club. * Lunchtime clubs were introduced for the children who have school transport and all children attended. * 40% (18) pupil premium children attended more than one afterschool club * All 7 pupil premium children in year 6 accessed 50% reduction in cost of residential trip to London. * 6 pupil premium children out of 8 accessed 50% reduction in costs of the residential trip to Grinton Lodge. The 2 children who did not attend the full residential accessed the water sports day at Ellerton Lake free of charge. * 8 out of 8 pupil premium children accessed the Year 4 outdoor camping event. |
| **To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.**  **Success criteria**  To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 2%)  To close the gap between disadvantage children persistent absence 15.6% and non-pupil premium persistent absence 8.3% by reducing pupil premium persistent absence | * The gap between whole school attendance and pupil premium children reduced to 1.9% over the academic year * Persistent absence for pupil premium children was 17.9%. Of the 7 children who were PA 3 were due to holidays taken in term time. * PA for Pupil premium children was significantly better than the national average for PP children |
| **To ensure that pupil premium pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs**  **Success criteria**  To ensure that pupils make progress to achieve individual targets that have been set  The percentage of pupil premium children with additional barriers who make accelerated progress will increase | * Progress has been made by all children against their individual starting points * 87.5% of pupil premium children in year 4 scored full marks in their MTC test. * 100% reception pupil premium children achieved GLD * 100% year 6 pupil premium children achieved expected standard for reading, writing and maths |

**Service pupil premium funding**

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| **Intention:** | **Success Criteria** |
| The school’s FLO to help ensure current and future ‘service’ pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.  Gaps in ‘service’ children’s education caused by moving  between schools are identified and addressed with targeted one to one support. | ‘Service’ pupils attainment is at least in line with other  Preston pupils and their progress is good. There are 2 service children  1 child is above in all areas  1 child is at the expected level  FLO has built relationships with all service children’s parents  There have been no service children move between schools during the academic year. |