# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Lunt’s Heath Primary School |
| Number of pupils in school | 419 |
| Proportion (%) of pupil premium eligible pupils | 8.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 year |
| Date this statement was published | 1st May 2024 |
| Date on which it will be reviewed | 31st May 2025 |
| Statement authorised by | Dave Paton |
| Pupil premium lead | Dave Paton |
| Governor / Trustee lead | Cary Irving |

**Funding overview**

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| **Detail** | **Amount (from Apr 2024)** |
| Pupil premium funding allocation this academic year | £51,800 |
| Recovery premium funding allocation this academic year | £2,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Post- Looked After Child Funding (PLAC) | £15,180 |
| **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 | **£69,095** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  **Our curriculum aims to develop all of our pupils through our core beliefs and by providing:**   * **Appreciate** - A curriculum that develops every child’s ability to appreciate, care, respect and understand themselves, others and the world in which they live. A curriculum that also ensures that every child feels valued and cared for. * **Aspire** - A curriculum that provides a range of opportunities, designed to empower every child to ‘dream big’ and develop a sense of what is possible for them to achieve now and in their future lives. * **Achieve** - A curriculum that ensures all children have the skills, knowledge, attitude and social understanding to achieve in all aspects of their lives and succeed as citizens.   Professional development of all our staff is a whole school priority ensuring quality first teaching for all. Professional development is informed and built upon the most impactful and relevant pedagogical research from recognised authorities and organisations.  **School Performance**  Pupil Progress meetings with teachers indicate how well provision is impacting and where re-alignment 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;   1. Monitoring Quality First Teaching through school systems including lesson visits, book scrutiny and moderation. 2. Robustly tracking impact of provision on performance 3. Analysis of pupil assessment data (and question analysis data) that focuses on disadvantaged children 4. Individual and personalised support and interventions agreed with the class teacher   Additional time and resources specifically to support PPG who has attendance classed as PA – below 90%  SLT is focused on professional development and supporting all teaching staff to raise their own levels of performance in uplifting quality first teaching.  We are an Early Career Framework Facilitator school, providing training for all ECF teachers in Halton as part of the Generate Teaching Hub and Teach First for 2024 to 2025 |

## 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 | * Relationships:   + attachment issues following extended period of absence   + SEMH, new adverse childhood experiences   + personal friendships and anxiety   + Accessing attendance regularly * Curriculum:   + a widening of disadvantage   + progress data gaps   + blended approaches – no ‘lost’ learning; ‘recover’, ‘restore’ and ‘repair’   + metacognition – quality feedback |
| 2 | * Limited language exposition among children with lower starting points. * Poor GPS knowledge and independent application. * Limited development of vocabulary and understanding of words in context. |
| 3 | A change in the social dynamic with an increasing number of Pupil Premium eligible pupils with SEMH issues lacking coping strategies when faced with challenges. |
| 4 | Pupil or family with limited cultural capital.  Families struggling financially and personally as a result 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. |

## 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 |
| To continue to close the learning gap to ensure all Pupil Premium children are on target by July 2025 to reach their progress measure from their starting point | 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 more closely to pupils’ needs, highly focused with intensive feedback dealing with misconceptions. (Learning Walks)  Visible Learning is evident in lessons – using the 6 strategies for metacognition  Small group targeted at pupils’ specific needs, including one-to-one tuition. |
| To improve the language exposition, understanding of vocabulary leading, independent application of Grammar, punctuation and spelling. | The difference between disadvantaged pupils and non-disadvantaged nationally in spelling by the end of Key Stage 2 is diminished.  Detailed language exposition threaded through English teaching sequences so pupils build a rich repertoire of language and sentence constructions.  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. |
| Support all children in the development of mindful coping strategies and build positive relationships to support their personal and emotional growth. | 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). |
| To increase the proportion of Pupil Premium pupils achieving the greater depth standard (GDS) in line with their non-disadvantaged peers. | Visible Learning is evident in lessons with the consistent use of high impact strategies (>0.4 impact measure) including using the 6 strategies for metacognition.  Quality First Teaching provision better meets the needs of more able Pupil Premium pupils dealing with misconceptions at the source of learning.  Remove in-school gaps for all subjects (KS2 test data and Teacher Assessment in all year groups). |

## 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: £40,687

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Time for staff to attend half termly Pupil Progress Meeting to monitor progress and attainment and identify priorities. 2. Utilising a blended model of SFC / Teachers and SLT secure the relationship with Pupil Premium pupils using the school’s common language. 3. ELSA to develop further the Growth Mind-set approaches. 4. Undertake focused teaching and learning reviews – QFT, book scrutiny, and Performance Management interviews. 5. To increase teacher accountability by developing an appreciation of multiple barriers to learning. 6. ECT Year 2 support and delivery of mentoring programme for Generate Teaching Hub. 7. Investment in teaching and learning of RWInc Phonics to secure early reading and spelling including additional interventions for Pupil Premium children. | 1. Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing. 2. Visible Learning: Metacognition, questioning and thinking skills. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. 3. CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress. | 1  2  3  4 |

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

Budgeted cost: £ 10,495

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Reading and Number interventions for PP eligible children to ensure progress including Mastering Number 2. Utilise School Forest School lead to ensure that school led tuition has a wider impact by developing forest school links, activities and programmes | 1. EEF [one-to-one tuition](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/) research 2. EEF [mastery learning](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/) research 3. EEF [small group tuition](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) research 4. Sutton Trust [What Makes Teaching Great](https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf) | 1  2  4 |

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

Budgeted cost: £ 17,913

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. New school breakfast club is free to those PP children identified as PA 2. Regular meetings and discussions with children and monthly attendance meetings to discuss supporting those children 3. Timetabled programme of support for those pupils at risk of poor attendance and discussions with staff as part of staff meetings 4. Supervision activity to enhance the model (ELSA & SFC). 5. Priority funded access to Holiday Childcare and activities. 6. Full funding for residential visits and subsided funding of school trips for all PPG children | 1. Sutton Trust [Closing Gaps Early](https://www.suttontrust.com/wp-content/uploads/2017/09/Closing-Gaps-Early_FINAL.pdf) research 2. Sutton Trust [Extra-curricular Inequality](https://www.suttontrust.com/wp-content/uploads/2014/09/Extracurricular-inequality-1.pdf) research 3. EEF [metacognition and self-regulation](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) research 4. Joseph Rowntree Foundation [Physical and Mental Health](https://www.jrf.org.uk/data/physical-and-mental-health) research   Joseph Rowntree Foundation [Poverty and Children’s Personal & Social Relationships](file:///C:\Users\Andy\Downloads\findings_ncb_3194.pdf) research | 1  2  3  4 |
| 1. Target attendance of disadvantaged pupils at extra-curricular activity. 2. Provide additional ELSA / SEAL support for disadvantaged pupils. | 1. Sutton Trust [Closing Gaps Early](https://www.suttontrust.com/wp-content/uploads/2017/09/Closing-Gaps-Early_FINAL.pdf) research 2. Sutton Trust [Extra-curricular Inequality](https://www.suttontrust.com/wp-content/uploads/2014/09/Extracurricular-inequality-1.pdf) research 3. Joseph Rowntree Foundation [Physical and Mental Health](https://www.jrf.org.uk/data/physical-and-mental-health) research   Joseph Rowntree Foundation [Poverty and Children’s Personal & Social Relationships](file:///C:\Users\Andy\Downloads\findings_ncb_3194.pdf) research | 1  2  3  4 |

**Total budgeted cost: £69,095**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 202 to 2023 academic year.

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| *Impact of PPG programmes proved successful, due to diverse range of activities on offer to the children themselves. Forest School, one-to-one tuition and in-class support all having a positive impact on the children.*  *KS2 SATS – DA v Non-DA Children - School*   |  |  |  | | --- | --- | --- | | Reading | Writing | Maths | | 78% - DA – EXS = 2023  83.3% - DA – EXS = 2024  86.8% - Non-DA – EXS = 2024  Nat Non-DA = 70.6% in 2024 | 78% - DA – EXS = 2023  83.3% - DA – EXS = 2024  86.8% - Non-DA – EXS = 2024  Nat Non-DA = 80.9% in 2024 | 88% - DA – EXS = 2023  67% - DA – EXS = 2024  90.6% - DA – EXS = 2024  Nat Non-DA = 87.3% in 2024 |   **Gaps closed in 2024 between DA and Non-DA in school**  **School’s DA above National Non-DA in Reading and Writing in 2024** |