# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | Halsall St Cuthbert’s C.E. Primary School |
| Number of pupils in school | 178 |
| Proportion (%) of pupil premium eligible pupils | 10.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 |
| Date this statement was published | Autumn 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mr D Scholes |
| Pupil premium lead | Mr D Scholes |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £32,445 |
| Recovery premium funding allocation this academic year | £2,755 |
| 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 | £35,200 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our Objectives are :**   1. To close the achievement gap on non PP children. 2. To enable PP children to reach their potential. 3. To provide PP children with further enrichment opportunities.   **Our Plan is :**   1. Target PP children with immediate intervention in identified areas of concern. 2. Provide bespoke and individual/small group support to enhance progress.   **We achieve this through focussed use of teaching assistants and the purchase of relevant support materials such as Toe 2 Toe, The Power of 1 and 2, Nessie Membership, Number Stacks etc.** |

## 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 | General lack of engagement from the parents and an underlying attitude that education is not that important. |
| 2 | Generally, pupils are of lower ability. |
| 3 | Homework not completed and little evidence of any consistent support. |
| 4 | Domestic situations can occasionally be chaotic and are not conducive to home learning where good concentration is paramount. |
| 5 | Parents and teaching assistants the knowledge and expertise to provide effective support. |
| 6 | Lack of engagement from children and their overall well-being. |
| 7 | Inconsistent access to appropriate technology at home, to support general learning and computer confidence and competence. (tablet, PC, laptop etc). |

## 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 |
| Hopefully, the children will have closed the gap on their non PP peers. | Evidence from termly and annual assessment. |
| Children will be more self-motivated and determined to do well | Teacher observation |
| Children will be growing in confidence | Teacher observation |
| Children will be growing in independence and have better organisation alskills | Teacher observation |

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: £2,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff Training | Staff need to be familiar with any intervention programmes to achieve the most benefit from them. |  |
| *Extra parents’ meeting to encouragement and provide support so that they can help their child more effectively.* | Parents need the knowledge and curriculum understanding. | 1,2,3,4,5, 6 and 7. |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £19,507

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| * *Small group support* * *Targeted support* * *Intervention sessions*   *General classroom support*  Including the purchases of :  Power of 1  Power of 2  Toe by Toe  Stairway to Spelling  Nessie Membership  Number Stacks | Using teaching assistants to provide intensive individual/small group support works best to help PP children close the achievement gap on their peers.  £15-42  £18-45  £54-10  £32-68  £629-00  £79-00  These resources have helped children close the gap in the past and helped boost self-esteem, independence and confidence.  Total = £828 | 2 and 6 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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**Total budgeted cost: £35,200**

# 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 2021 to 2022 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| NA |  |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We spent the funding on accessing more teaching assistant support for this group. |
| What was the impact of that spending on service pupil premium eligible pupils? | From using the test data and teacher assessment, it is evident that the several Service PP Children closed the gap on their peers whilst others at least maintained it. |

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