

# Pupil premium strategy statement – Penwortham Broad Oak 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	208
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year that our current pupil premium strategy plan covers	24/25
Date this statement was published	1/10/2024
Date on which it will be reviewed	1/09/2025
Statement authorised by	Sarah Barton
Pupil premium lead	Sarah Barton
Governor / Trustee lead	Vicky Fellows-Molyneux

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64 250
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£64 250

# Part A: Pupil premium strategy plan

## Statement of intent

Common barriers to learning for disadvantaged children at Penwortham Broad Oak Primary School, can be:

- less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.
- complex family situations that prevent children from making progress.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. *Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time*

Achieving these objectives:

The range of provision we consider making for this group includes:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Attempting to cap class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through trained TA’s or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, attempting to move children to at least age-related expectations.

- Additional learning support.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Lack of resilience, poorer diet, lack of exercise, lack of time outside exploring, less opportunity to go places and do things</i>
2	Parents/Carers struggling with behaviour at home
3	Poor parental engagement
4	ACES
5	Attendance and Punctuality issues.
6	Academic progress in RWM

## 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
Improved attitudes to learning	
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96% (pre-covid levels)
Progress in Reading	Achieve national average progress scores in KS2 in reading
Progress in Writing	Achieve national average progress scores in KS2 in writing
Progress in Maths	Achieve national average progress scores in KS2 in maths

## 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: £30 078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers teaching during PPA and MGT time in most classes (£27 338 – cost of the difference between a teacher and a TA3 covering the classes)		4, 6
CPD - supporting children with behavioural challenges (£340) - RWInc coaching/interventions/1:1 support (£2 400)		4, 6, 2

## Targeted academic support

Budgeted cost: £5 928

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL English (£350 for the program/£656.28 for the support staff)	EEF <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i> Children who are showing dyslexic tendencies, who may not read at home, or don't do homework are targeted with this support	6, 4, 6

<p><i>Read Write Inc Intervention</i> (£3 281 for KS1/£1 641 for EYS)</p>	<p>EEF</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</i></p> <p>An additional support staff member is timetabled to support in Reception, KS1 and LKS2 when early reading is taught.</p>	<p>6, 4, 6</p>
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## Wider strategies

Budgeted cost: £42 513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral TA's (£2 625)</p>	<p>EEF</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p> <p>We have identified children who would benefit from additional SEM intervention and our trained TAs lead numerous interventions with small groups of children across the school</p>	<p>6, 5, 4, 3, 2, 1</p>
<p>Learning Mentor (LM) (£35 998)</p>	<p>EEF</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p> <p>We have analysed the needs of our children and have identified that by having a learning mentor we can meet the needs of children who need 1:1 and small group interventions to try to</p>	<p>6, 5, 4, 3, 2, 1</p>

	<p>overcome their barriers to learning (ACES).</p> <p>Our learning mentor has built strong relationships with all of our families but particularly with our pupil premium families.</p>	
<p>Attendance administrator (£3 281)</p>	<p><i>EEF</i></p> <p><i>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</i></p> <p>Our Attendance Administrator works closely with our LM to look at individual children's attendance data and any patterns that may emerge. She highlights concerns so we can act quickly when attendance takes a dip</p>	<p>6, 5, 4, 3, 2, 1</p>
<p>Forest schools targeting specific classes and groups (£549 for 1 six week course with 2 trained staff)</p>	<p><i>forestresearch.gov.uk</i></p> <p><i>The evaluation suggests Forest Schools make a difference in the following ways:</i></p> <p><b>Confidence:</b> <i>children have the freedom, time and space to learn and demonstrate independence</i></p> <p><b>Social skills:</b> <i>children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</i></p> <p><b>Communication:</b> <i>language development prompted by the children's sensory experiences</i></p> <p><b>Motivation:</b> <i>the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</i></p> <p><b>Physical skills:</b> <i>these improvements tend to be characterised by the development of physical stamina and gross and fine motor skills</i></p> <p><b>Knowledge and understanding:</b> <i>children develop an interest in the</i></p>	<p>1, 2, 3, 4</p>

	<p><i>natural surroundings and respect for the environment</i></p> <p>We run Forest Schools in Rec, Y1, Y3 and Y5 annually, alongside extra groups for children new to school, vulnerable pupils and behaviour support. The latter uses PPG funding to support.</p>	
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**Total budgeted cost: £78 519 (£14 269 taken from reserves to support this intervention)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

PP children gaining the expected standard:

#### AWAITING RESULTS

Subject Area	KS1	KS2
Reading		
Writing		
Maths		

PP children will access IDL to support writing.

Early Talk Boost & Talk Boost will be used for EYFS and KS1 children.

English is a whole school priority.

Maths Mastery/NCETM will be our key training foci.

### 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
IDL English	IDL
RWInc Phonics	Ruth Miskin
Kidsafe – child protection training for children	Kidsafe

## Service pupil premium funding

<b>How our service pupil premium allocation was spent last academic year</b>
We currently don't have any service families.
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information

*Pupil premium funding is also allocated to part fund school residential trips. This amount changes yearly and we fund raise to help lower the costs for other school trips. The numbers of children with PPG/+ have been steadily falling over the past 10 years. We have now been around the same number for 3 years however the school community hasn't changed.*