

Pupil Premium Strategy Statement (Asmall Primary School)

Pupil Premium Strategy 2024-25 (REVIEWED)



The Pupil Premium grant is given to schools each year to support children who are entitled to free school meals (FMS6), children who have parents in the armed forces or are 'looked after' children.

Our school's Pupil Premium grant allocation amount is **£46,870** up from **£33,500** in 2023-24

Summary of the main barriers to educational achievement faced by eligible pupils at the school

- Delays in social / emotional / behavioural / speech and language development
- Lack of support outside school, e.g. homework, reading
- Low attainment in English and Maths, not meeting age-related expectations
- Limited experience of life outside school
- Pupils who have suffered trauma outside school and experience ongoing issues, including CLA
- SEND, including on-going medical investigation / diagnosis e.g. ASD, ADHD, PDA
- Attendance and punctuality of a very small minority
- Medical conditions, which affect attendance, punctuality, attainment and concentration

How we will spend the pupil premium to address those barriers

Provision is allocated on a child by child 'need' basis and each child's needs / progress is reviewed each term. The following strategies have been developed over several years and have had the greatest impact on individuals: In 2023-24, Pupil Premium funding is being used in the following ways:

- Additional Teaching Assistant / HLTA hours to work with individuals and groups of children
- 1 x Additional Welfare at lunchtime to support children with emotional need
- Smaller classes to ensure low adult:child ratio for all PP children (we have 7 classes for 146 children – this gives us a teacher:child ratio of 1:20.8)
- Additional teacher time to work with individuals / small groups
- Pastoral sessions for groups / individuals

- 1:1 daily reading for children on FSM6, including purchasing of individual interest reading material
- 1:1 practising of times tables for children on FMS6
- 1:1 and small group support at playtimes and lunchtimes for identified children
- 1:1 and small group support for SEN / intervention for identified children
- Subscription to IDL (computer based precision teaching program)
- Stoke Speaks Out assessments and interventions for EYFS supporting communication and language
- Contributions towards school trips/ enrichment activities when needed □ Taking part in school-led tutoring scheme

The impact of the pupil premium expenditure

- The impact of Pupil Premium spending is measured and reviewed at termly pupil progress meetings between class teachers and the SMT.
- The impact is measured per child as the additional time and resources provided by pupil premium funding cannot be measured by attainment statistics in isolation.
- These additional resources and services continued to ensure that our children had the help they needed to access the full curriculum in school to make the progress needed to meet their individual targets. Improvements in attendance, behaviour, self-esteem and attainment /progress is monitored.
- By increasing staff:pupil ratio, relationships are built and children feel safe and secure both in and out of the classroom.
- All children who are Pupil Premium have daily interventions in school, which are reviewed and revised at Pupil Progress meetings each term.

**Individual, anonymised provision and impact are regularly shared in the Resources Governor sub-committees (see minutes).
Comments below include examples of / general summaries of impact:**

Date of the next new pupil premium strategy = Autumn 2025

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1. Summary information					
School	Asmall Primary School				
Academic Year	2024-25	Total PP budget	£46,870	Date of most recent PP Review	October 2024
Total number of pupils	146	Number of pupils eligible for PP	26FMS6 + 2 CLA +1 service	Date for next internal review of this strategy	Autumn 2025 (New PP Statement)

2. Barriers to future attainment (for pupils eligible for PP, including high ability) 2024-25	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment in English and Maths, not meeting age related expectations
B.	Limited experience of life outside school
C.	Pupils who have suffered trauma outside school and experience ongoing issues, including CLA
D	Delays in social / emotional / behavioural / speech and language development
E	SEND including on-going medical investigation / diagnosis e.g. ASD, ADHD
F	Gaps in learning, even after catch up/tutoring

G	Lack of support outside school, e.g. homework, reading
H	Pupils who have emotional needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance and punctuality of identified PP children

I.	Medical conditions which can impact on attendance and punctuality, attainment and concentration
3. Desired outcomes 2024-25	
	<i>Desired outcomes and how they will be measured</i>
A.	Children to meet age related expectations in English and maths in line with peers through being taught a differentiated and challenging curriculum in smaller class sizes: additional teacher from PP funds will enable 145 children to be taught in 7 classes ($145/30 = 5$ classes). Low adult:child ratio in small classes will allow for more personalised curriculum.
B.	Children to attend range of out of school clubs, including sports clubs, private ASC; children funded for school enrichment trips
C.	Support given emotionally and trust built up. Children's self-esteem improved. Emotional needs met in school. Children feel comfortable in nurturing environment. SEMH sessions provided within each class group as necessary, liaison with outside agencies, including CANW Funding used for additional specialist support as recommended and 1:1 sessions with identified children. Funding for additional TA time. CPD for staff.

D.	Social / emotional/ behavioural/speech and language needs identified – support for individual children in place so that they can access curriculum and friendships. Whole School Introduction of an Oracy Scheme (Voice21) to support the development of communication and language across the school. Additional adult to deliver Stoke Speaks Out assessments and interventions in Reception to identify delay in understanding and spoken language skills resulting in practitioners to plan appropriate interventions. Whole school approach to the Zone of Regulation supporting children struggling emotionally by helping them to identify feelings and to self-regulate. IDL activities daily for some children Additional Welfare staff at lunchtime to support vulnerable children and to enable staffing of range of activities to engage children in play / reduce incidents. Games Club staffed by HLTA at lunchtimes – provision of indoor supervised games as an alternative to outdoor play. Small group support / supervision at playtimes as needed. Accessing specialist advice. Educational playground games training provided by LCC for staff and welfare to provide children with an understanding of rules, turn taking whilst keeping active. Additional adult funded to deliver bucket therapy in EYFS to support progress and outcomes.
E.	SEND needs identified and support in place. Advice provided as needed and strategies delivered and reviewed. Additional TA support in class / breaks for identified individuals / groups of children. Educational Psychology time provided for staff training, support for individual children and strategies for TAS/ Welfare staff. CPD for staff.
F.	Gaps in learning identified and high-quality teaching in place so that these children catch up on any learning missed. Steps in teaching and learning planned and delivered by well qualified class teacher in small classes within nurturing environment. Additional teacher time to support groups. Catch up time for identified children. School to take part in school led-tutoring scheme
G.	School to 'make up' for lack of parental support with reading, spelling, homework etc. by providing adults in school to read with the children each day, to practise spellings / x tables, play games, Monitoring of vulnerable PP children through TAS plans and school following through with actions identified, including support for parents and referring to Early Help as needed. Regular reviews in school at Pupil Progress Meetings. Regular Safeguarding Reviews with SLT.
H.	Attendance and punctuality monitored and relationships with parents built. When needed, PAST team involved, parental contracts in place, reward systems for children and therefore attendance and punctuality improve. School working in partnership with any agency involved with family. Weekly review of attendance and punctuality. Monthly meetings with parents as needed.
I.	Staff to meet with medical staff and parents regularly – understanding of individual child's needs. Support given in school as appropriate, including playtimes / lunches. Appropriate training for staff.