

Pupil premium strategy statement – CALLANDS COMMUNITY 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	400 (November 2023)
Proportion (%) of pupil premium eligible pupils	19% (October 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	23 rd October 2023
Date on which it will be reviewed	31 st July 2024
Statement authorised by	Siobhan Bentley
Pupil premium lead	Siobhan Bentley
Governor / Trustee lead	Nigel Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,255
Recovery premium funding allocation this academic year	£15,878
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£25,013
Total budget for this academic year <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>	£150,146

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will ensure that all pupils have access to a wide, rich set of experiences and there are an exceptional amount of opportunities for all pupils to develop their talents and interests. We will provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.

Our strategy is to ensure that disadvantaged children in the EYFS, do well, with a focus on the Five Rs from the moment they start school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

An exceptional quality of education is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 consider EAL children as disadvantaged due to our rapid, significant change in context.**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes & raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Within an 18-month period, the school has doubled the number of EAL children on roll (15% - 30%). The majority of these children admitted in all year groups speak little English. These children (YR-Y6) need daily Phonics sessions, vocabulary based intervention and support with grammar. Additional human and other resources are needed to accommodate this.
2	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception in 2023, 43% of disadvantaged children entered below typical in Writing and whilst we typically close this gap by the end of KS1, it still requires further closure in KS2.
3	Year on Year, the parents of many disadvantaged children do not feel able to give their children the opportunities to take part in some curriculum or extra-curricular enrichment opportunities which the school offers due to financial restrictions, without the support of the school.
4	Wellcomm assessments on entry in EYFS, observations, and discussions with pupils indicate underdeveloped language, communication, interaction and vocabulary among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more widespread among our disadvantaged pupils than their peers.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
6	Increasing number of disadvantaged children persistent absentees. It is difficult to educate children that do not attend school frequently.

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
<p>EAL children are supported in a timely manner to enable them to access the National Curriculum fully as soon as possible.</p>	<p>EAL children develop their accuracy in Reading through secure phonic knowledge, secure a wide vocabulary in English and can write at the expected standard by the time they reach the end of KS2.</p>
<p>Disadvantaged children develop their competence in transcription and composition.</p>	<p>Disadvantaged children can record ideas in writing fluently and can communicate ideas articulately in writing which is organised coherently for a reader.</p> <p>By 2024/5</p> <p>At least 75% of disadvantaged children leave EYFS able to write recognisable letters, spell words by identifying sounds in them and representing the sounds with a letter and writing simple phrases and sentences that can be led by others.</p> <p>At least 90% of disadvantaged children achieve 32+ in the Y1 Phonics Screening Check.</p> <p>At least 75% of disadvantaged children achieve ARE in Writing by the end of Y2.</p> <p>At least 82% of disadvantaged children achieve ARE in Writing by the end of KS2.</p>
<p>Increased number of disadvantaged children access enrichment opportunities offered for personal development.</p>	<p>By 2024/5</p> <p>100% of disadvantaged children access one extracurricular activity per term.</p> <p>90% of disadvantaged children participate in the Y2/4/6 residential visits.</p>
<p>Improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.</p>	<p>Wellcomm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills amongst the disadvantaged pupils at the end of EYFS.</p> <p>EYFS children access vocabulary at the higher stages of the Floppy Phonics decodable books.</p>

<p>Continued improvements in the reading attainment of disadvantaged children.</p>	<p>By 2024/5</p> <p>At least 75% of disadvantaged children leave EYFS secure in alphabetical code level 3.</p> <p>At least 90% of disadvantaged children achieve 32+ in the Y1 Phonics Screening Check.</p> <p>At least 75% of disadvantaged children achieve ARE in Reading by the end of Y2.</p> <p>At least 82% of disadvantaged children achieve ARE in Reading by the end of KS2.</p>
<p>Improved attendance of disadvantaged children.</p>	<p>Involvement of Attendance Officer at Early Help Meetings.</p>

Activity in this academic year

PP: £109,255 + Recovery: £15,879

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: £80,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches	1,2, & 4
Embed the school's new English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing outcomes.	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://literacycounts.co.uk/research-influences/	1, 2, 4 & 5

Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor model to close gaps in learning and	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.	1, 2 & 4

deepen understanding, knowledge, skills and concepts in maths, reading and writing for disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 4

Wider strategies

Budgeted cost: £9,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support and improve children's attendance and punctuality	Further support at the Early Help stage can be brokered with Attendance and Social Care through this facility.	1, 2, 3 & 6
After school activities	Evidence suggests that cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking	1,3,4

Total budgeted cost: £125,134

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Educational Outcomes for 2022 – 2023 (Based on teacher assessments July 2023)

Summer term data shows results were lower than the previous year for disadvantaged pupils, with a decrease in the number of children achieving greater depth in reading and writing at KS2.

- 85.7% PP children passed Phonics Check
- 84.6% PP Combined ARE in KS1 SATs
- 53% PP Combined ARE in KS2 SATs

This target will be kept within the Teaching priority to further develop and ensure long term consistency and to allow for further progress.

Bespoke planning for individual PP pupils and groups needs to be regularly reviewed and monitored.

Support and improve children's attendance, punctuality and access to learning - Improved levels of attendance for individuals, these numbers continue to be greater than national average:

- Whole school attendance is 95.62%, compared to 93.7% National Average
- Persistent absentees is 10.8% compared to 19.5% National Average

Evidence gathered through the school's self-evaluation has shown that the intervention strategies need to be continued and targets given for the next academic year to ensure all strategies are well embedded.

Externally provided programmes

Pupil premium funds have not been spent on external providers or programmes this year.

Programme	Provider

Service pupil premium funding – Not applicable for 2023/24

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

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