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| 1. Summary Information**Lache Primary School Pupil Premium Plan** |

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| **Academic Year** | 2024-2025 | **Total PP budget** | £170,235(£15,000) Catch Up Funding) | **Date of most recent PP Review** | July 2024 |
| **Total number of pupils****(Reception to Y6)** | 147 | **Number of pupils eligible for PP** | 76(52%) | **Date for next internal review of this strategy** | December 2025 |

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| **No of pupils receiving CLA Premium = 1 (£2,530)** | **No of pupils receiving Forces Premium = 0** |
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| **2. Barriers to Future Attainment (in-school and external)** |
| **A** | Barriers to learning for individual pupil premium children throughout the school, with regard to disadvantage. |
| **B** | Very low language and social skills on entry to school at reception (baseline data demonstrates very low levels of functional language) |
| **C** | Poor early reading skills and low levels of mathematical understanding contribute to delayed improvement in other Prime and Specific areas in Early Years and outcomes in Key Stage 1 and 2  |
| **D** | Lower attainment in writing across the school due to language/vocabulary choices, grammatical application of skills, cohesive devices and confidence in the use of these  |
| **E** | Deprivation in the home environment and delayed development contributes to poor social skills, aspiration and work ethic, resulting in poor learning behaviours, particularly in two of the junior classes. |
| **F** | Weak attendance and limited support from parents / carers to improve attendance and punctuality. (2020 whole school – 93.5%) |
| **G** | Social interactions, attachment and environmental pressures for a number (around 10%) of pupils has a detrimental effect on their ability to engage in school often starting the day badly. |
| **I** | High number of children with emotional and social difficulties resulting in behavioural problems, such as anger and low self-esteem, as a result of poor parenting skills. |
| **3. Desired Outcomes**  |
| **1** | Improved outcomes to close the attainment gap between Pupil Premium pupils and non-PP pupils at end of KS2 in Reading, Writing and Mathematics Attainment for 2023/24 (All Pupils) = R 57%, W 57%, M53%Attainment for 2023/24 (PP) = R 53%, W 47%, M 47% |
| **2** | Improve outcomes to close the attainment gap between Pupil Premium pupils and non-PP pupils at end of KS1 in Reading. Writing and Mathematics Attainment for 2023/24 (All Pupils) = R 79% W 67%, M79%(Attainment for 2023/24 (PP) = R 60%, W 40%, M60%) |
| **3** | Improved phonics attainment, closing the gap between PP and non PP, nearing the National expectation. (Attainment 2023/24) – Year One: 76% (All Children) Year One: 73% (PP)  Year Two: 79% (All Children) Year Two: 70% (PP) |
| **4** | Improved reading, writing and mathematical skills in EYFS to close the attainment gap, nearing the national expectation.  |
| **5** | Attendance nearer to national expectations for all schools and at least in line with similar schools - 95% (2022-2023: 91.9%) *National PP Attendance: 91.0%*(2023-2024: 92.6%) *National PP Attendance: 90.8%* |
| **6** | Reduction in the frequency and intensity of incidents challenging behaviour and disruption to learning with greater levels of engagement for all pupils, resulting in positive learning behaviours in all lessons.  |
| **7** | Improved understanding of the wider world, aspiration and willingness to engage in school life to learn. |
| **4. Planned Expenditure** |
| **Identified Barrier** | **EEF focus/****desired outcomes** | **Success Criteria** | **Action / Intervention** | **Staff Lead** | **Cost** | **Monitoring and Review** | **Impact Evaluation** |
| **A**Pupil Premium Leadership Ensuring effective leadership and greatest impact of PP funding. | 1,2,3,4 | Improved planning, tracking and evaluation of Pupil Premium leading to improved outcomes at end of Key Stages.  | Pupil Premium Champion.Shared planning – review of planning to include greater focus on improving standards.Co-ordination of actions and interventions- focussing on the quality on interventions.Assess and review progress and impact.Adaptation of initiatives accordingly. | KSDSSJESC | 2 days, half termly£2400 | Regular reviews to ascertain accelerated progress of effectiveness of initiatives.½ termly report reflecting on progress in interventions Reading, Writing and Maths in KS1 and KS2. Phonics is a focus in KS1 (Y1 & Y2) with extension into KS2 (Phonics Check)EYFS: Phonics and Reading are the focus with monitoring of communication.Attendance is a focus across school. |  |
| **F**Improving Attendance(PP: 90.8%) | 5 | Improved attendance and punctuality of Pupil Premium pupils.Attendance is improved from preceding year.Target >95% attendance.Reduction of unauthorised attendance to <1.5%Reduction of Persistent Absence to <20% | Attendance Team to continue to implement the Attendance Policy and plan.Mini Attendance Policy continues to be implemented with parents and carers to support Attendance.Provide greater incentive for 100% Attendance and very good attendance (over 97%) through targeted reward and recognition.Differentiated awards and recognition for pupils:Rewarding and recognising most improved attendance (analysed each week) – Individual Based.Continue to follow the policy, review and monitor attendance – work with identified individuals and families to improve attendance with Attendance Team. | KSDSSJEHLSC | £2500£2900 | Daily check and follow ups – JE follow-up with staff.Attendance reviewed on a weekly basis by Attendance Team and attendance panels on half termly basis.Informal and Formal Meetings chaired by KS (Head) and DSS (Deputy)Ongoing FWO leading to PAEWO support for persistent absenteeism and lateness.Report to Pupil Premium Champion at Attendance Team Meeting with half termly analysis. |  |
| EYFS Literacy and Maths Intervention **B/C**TA support in Reception to provide structured small group input to improve phonics/reading and language development.Teacher Led Catch Up Sessions.**B**TA delivery of Wellcomm Speech and Language assessment and diagnostic tool. | 3, 4Phonics +4Early Years Interventions +4Oral Language Interventions +5 | Children make rapid progress with acquisition of Phonics Percentage of children at end of Phase 3 by end of EYFS to increase to 70%.50% of children achieve the ELG in reading by the end of EYFS Rapid acceleration of S&L acquisition for identified pupils leading to greater than expected levels of progress. Target for 2022/23 = 50% | Daily differentiated phonics teaching in small groups.Daily guided reading in small groups.Small group support and additional support in language based activities and learning opportunities in continuous provision areas.Catch Up Programmes:Weekly, 30 min structured teaching sessions to address the “missed Summer Term” and to provide a foundation for this year’s study.TA to undertake initial assessments.Delivery of daily programme.Outcomes to support developmental planning for individualsAssessment of progress.Nessy Early Language Intervention:20-week programme proven to help young children overcome language difficulties. Small group workOne-to-One sessions delivered by trained teaching assistants, Targeting vocabulary, narrative skills, Active listening Phonological Awareness. | JSHHRSClass TeamJSHHJSKW | £7300One day equivalent x 2 TA’s per week£3400One day equivalent.£3500 | Assess impact and implementation half termlyUse SIMS (Arbor) data, Sonar Tracker and phonic tracking to assess progress‘Reception Interventions’ record sheets.Use Sonar Tracker and Power Maths to monitor progress and attainment.Evaluate effectiveness of programme using Development Matters tracking (SIMS)Half termly(Linked to Progress and Attainment Report) |  |
| Nurture**G/H**Employment of Family Welfare Officer**H/I**Employment of a Learning Mentor | Parental Involvement +31,2,3,4,6,7Behavioural Interventions +31,2,3,4,5,6,7 | Improve attendance and engagement. Supporting children in articulating their wishes and feelings.To work alongside families to reduce a range of barriers to learning. Improve pupil/family support through programmes of support.Improved mental health and resilience allows greater engagement in learning and improved outcomes.Minimised disruption to all pupils to allow improved outcomes in classes.Reduction in significant disruption and reduced fixed–term exclusions to closer to national averages.Improved outcomes for attendance and punctuality for all PP childrenCelebrating success stories and highlighting good practice.To address and remove the barriers to attendance for “reluctant attendees” using the principles of Emotional Based School Non-Attendance. **(CWAC Emotionally Based School Non-Attendance: Supporting Children and Young People to return to school)** | Support provided for vulnerable families through 1-1 contact and engagement programmes.Work with individual and small groups of children in school to support their learning needs.Establish working groups:123 Magic, Happy to be MeImproving family engagement in children’s learning.Working with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and sometimes small group workProvision of support to identified children to minimise impact on their own and others learning. To liaise with parents to ensure a shared understanding and support for individual children.To work as part of the attendance team and to be responsible for the daily monitoring of attendance and panel meetings.Development of case studies to demonstrate impact and success and to refine and evolve practice.Support attendance by providing individual pupil support through personalised approached. | KSDSSJEKSDSS | £25,000£23,000Mental Health Support Boxes (Upkeep)Sensory Room Resources(£1,500) | Monitor through regular meetings with staff member.Half termly report to PP champion stating details and impact.Regular informal meetings to review individual children and their needs.Identification of children on Risk Reduction Plans and actions to support them.Regular reviews and updates at attendance meetingsHalf termly report to Pupil Premium champion,including details of personalised interventions and impact.Development of case studies by Attendance Team.Provide support to the Attendance Team in identifying reluctant attenders and helping to devise and devise strategies to improve attendance.  |  |
| **I/H**Improving staff ability to deal with challenging behaviour and disengagement | EEF +46,7 | Following the Trauma Informed and Attachment Aware Behaviour Policy.Challenging behaviour incidents decrease and positive learning behaviours can be seen in all classes.Rewards and incentives for positive behaviour:Class DojoWeekly EnrichmentPupil of the WeekActs of KindnessBest Cards | Monitor reporting of Behaviour incidents using CPOMS.Staff refresher training through In-House CPD, e.g. staff meetings.School Dog (Scooby)Class Dojo rewards.Weekly Enrichment  | KSDSSSLTStaff | £2,400£3,300£700 | Review learning behaviours within classes through formal observations and drop insAnalyse of CPOMS (monitored each day with Half Termly Report)Evaluate half-termly |  |
| Supporting Children’s learning in Writing/Reading/Maths **C/D**Employment of TAs to support through targeted interventions in class.Passion for Learning | Small Group Tuition +41,2,3,4, 6 | Improved outcomes at end of Key Stage tests.Improvement in levels of attainment according to Sonar Tracker evaluations.Improvement in pupil’s appetite for reading with the associated increase in attainment and progress.  | To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions (4 A Day Maths, same day maths intervention, Phonics intervention and reading/writing intervention with Wave 3 elements)– providing pastoral support to ensure engagement in learning. Funded volunteers for Reading and access to wider curriculum opportunities, e.g. Choir, vocational programmes. | AT/ LCAll TA’sClass TeamsKSDSSKSou | £45,000£7,300 | Performance management of non-teaching staff.Pre and post tracking from interventions.Half Termly ReportReview each term with Passion for Learning lead and SLT. |  |
| Phonic catch-up sessions**C/D** | 1, 2, 3, 4 | Greater number of children retaining and applying their knowledge of Little Wandle, taught during daily Phonics lessons. Greater progression through Little Wandle, resulting in improved reading and writing earlier on in KS1.Greater percentage of children passing the Phonics Screening Check at the end of Year 1. | KS1 teachers to identify pupils at risk of weak progress for intervention in class and with the Intervention Teaching Assistant.Focused intervention in class and with the Teaching Assistant take this group of children - 15 minute daily intervention to provide further practice. | KSouClass Teams | £2,400 | Phonis lead to monitor phonic progress and attainment of PP children throughout KS1on a half termly basis |  |
| **F/I**Reducing Costs: for vulnerable pupils.(Trips and Visits) | Outdoor Adventure Learning +41,2,3,4,5,6,7, | Increasing access to the curriculum for vulnerable pupils.Raise aspirations and provide stimulus to develop language skills, vocabulary and inspiring learning in different environments. | Provide opportunities for pupils to become immersed in aspects of the wider world, and enhance life experiences and for this to be reflected in their work, particularly writing. | KSDSSGov’s | £10,700 | Pupil and parental voice.Improvements in outcomes at end of key stages.Form to be completed * Before each visit.
* Post Visit Form completed, evaluating the visit (where objectives met)
* Writing be a consistent outcome.
* A portfolio of work demonstrating the impact of the visit on learning and attainment.
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| **B/C/D/E/F/G/I**School DogWeekly Enrichment | 1,2,3,4, 5, 6 | Rewards and incentives for positive behaviour:Class DojoWeekly EnrichmentPupil of the WeekActs of KindnessBest Cards | Behaviour and emotional interventions remain high profile.  |  | £500(accounted for above) | Analysis of Class Dojo to reward children with 90+ Dojo’s for the week.Discussion with children below 90+ (Even Better If’s, ways to change behviour) |  |
| A, E & IMetacognition and Independent Learning Skills. | 1-7 | * Children increasing their understanding of self-regulation.
* Children understanding to what extent, they are aware of their own strengths and weaknesses.
* Children knowing the strategies they use to learn.
 | * Teachers (all staff) acquiring the professional understanding an skills to develop their pupil’s metacognitive knowledge.
* Explicitly teaching the children metacognitive strategies, including how to plan, monitor and evaluate their learning.
* Staff modelling their own thinking to help children develop their metacognitive and cognitive skills.
 | KSDSS | £3,000 | Evaluate effectiveness of programme using Sonar TrackerHalf termlyReview learning behaviours within classes through formal observations and drop insAssess impact and implementation half termly |  |
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| Catch Up Funding **- £15,000** | Grade 4 Teaching Assistant to carry out interventions; Maths, Reading and Phonics in Key Stage One and Year Five.Small Group Intervention for Phonics (Y4): targeted intervention for children at risk of not reaching ARE.Small Group Reading support to support fluency and comprehension using Guided Reading. Small Group Maths Intervention (Power Maths): targeted intervention to support children following the mastery approach to Maths.Support using Concrete, Pictoral and Abstract concepts and strategies. |
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| **Total Costs** |  |
| **Surplus** |  |

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| **The Lache Primary & Nursery School’s Pupil Premium Action Plan 2024/2025** |
| **Headteacher name** | Kate Seager | **Signature** |  |
| **Chair of Governors name** |  Sue Yarnell | **Signature** |  |
| **Reviewer name** | Dean Scott-Scarth | **Signature** |  |