# Pupil premium strategy statement 2024-2027 – Clitheroe Pendle Primary School

## School overview

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| Detail | Data |
| Number of pupils in school | 347 |
| Proportion (%) of pupil premium eligible pupils | 30 (8.6%) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | 1st December 2024 |
| Date on which it will be reviewed | 1st November 2027 |
| Statement authorised by | Wendy Nunns |
| Pupil premium lead | Adam Morris |
| Governor / Trustee lead | Vicki Rush |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £44,000 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £ 0.00 |
| **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* | £44,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Clitheroe Pendle Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes and to support their mental health and wellbeing. We aim to develop the self- esteem, resilience and confidence of our children.  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 consider the challenges faced by vulnerable pupils. This statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  Staff have high expectations at Clitheroe Pendle Primary School and high quality teaching, built on a structure of excellence for all, consistency and good learning habits, 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.  As a school we aim to maintain consistency in effectively securing excellent academic results for our children but also produce children who can think for themselves, are socially confident and have experienced a rich diet of educational opportunities – ‘WE ARE PENDLE’ values run through everything that we do. We aim to teach children to understand the most effective way to learn and how to succeed in school, using methods based on research and cognitive science.  Our ultimate objectives are to:  • Remove barriers to learning created by financial deprivation, family circumstance and background.  • Narrow the attainment gaps between disadvantaged pupils and their non - disadvantaged counterparts both within school and nationally.  • Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.  • Develop confidence in their ability to communicate effectively in a wide range of contexts.  • Enable pupils to look after their social and emotional wellbeing and to develop resilience and to support the vulnerable families in our community  • Access a wide range of opportunities to develop their knowledge and understanding of the world to enable the pupils to have aspiration for their future. |

## 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 | Changes related to the current cost of living crisis |
| 2 | SEN % of our pupil premium children 2024-25 were on the SEN register. |
| 3 | Low educational expectations from some families |
| 4 | Less than expected progress made by some pupil premium children |
| 5 | Parental involvement with school |
| 6 | Lack of cultural and enrichment activities |
| 7 | Challenges related to SEMH |
| 8 | Attendance for those children from disadvantaged backgrounds (NB. Whole school attendance is above the national average). |
| 9 | Restriction with Communication, speech and language |

## 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 |
| Toaccelerate progress of Pupil Premium children in all core curriculum areas so that it is at least in-line with Non-Pupil Premium children. | End of KS2 data shows at least good progress from the EYFS Baseline data in all core curriculum areas leading to an upward trend and improved attainment data.  Achieve above national average progress in KS2 maths  Achieve above national average progress in KS2 reading  Achieve above national average progress in KS2 writing |
| The mental health, wellbeing and the resilience of all pupils will be improved. | Children will have access to a range of appropriate resources to support their particular needs including both internal and external professionals- Freeflow counselling, ELSA support , access to Child and Family Wellbeing Services |
| Improved parental engagement and support. | Good uptake for parental workshops and Parents’ Evening, leaflets and flyers for support handed out. Questionnaire to be sent out to parents to measure the impact of this on an annual basis. |
| To improve the progress and attainment of more able Pupil Premium children. | Attainment and progress gap between Pupil Premium and Non-Pupil Premium pupils to narrow at Expected standard and Greater Depth. Pupil data from the end of KS2 shows an upward trend of Pupil Premium pupils achieving at Expected and Greater Depth standard. |
| Families able to provide for children to ensure they have their basic needs met. | Identified families supported to meet needs of children eg. Uniform, shoes, resources eg. pens, paper, transport |
| Children will have the opportunity to develop their cultural capital aligned with our school values. | Children involved in extra enrichment activities. Depending on need this may include extra curricular clubs , music tuition, residential holiday, trips, Before and After school club. PP eligible children actively encouraged to take on extra responsibilities within school eg. being supported to stand for school council. Children experience a range of cultural and personal development opportunities eg. guest speakers, theatre visits |
| Attendance for those children from disadvantaged backgrounds | To support families with attendance and aiming for all children to have above 98% |
| Development of communication, speech and language | For our children to pass the phonics screening test in Year 1 |
| Continued development of the curriculum to ensure coherence and effective sequencing of components. A blend of knowledge and experience, with the curriculum enriched by visits and activities, including a range of residential experiences which build cultural capital. Thorough monitoring of take up of the extra-curricular offer and use of PP funding to ensure equality across school. | Disadvantaged pupils access wider curriculum experiences and build cultural capital enabling them to fulfil their potential academically and for specific talents and interests. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *24,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching Assistant hours | Focused targeted interventions however not to reduce quality first teaching but to supplement it.  [Making Best Use of Teaching Assistants | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2,3,4 |
| Communication and Language programme –Welcomm CPD for staff  Phonics programme – Red Rose .  Whole staff Phonics CPD. | EEF evidences the impact (+7 Months) for providing effective feedback “Pupils require clear and actionable feedback” in order to learn and improve  https://educationendowmentfoundation.org.uk/ education-evidence/early-yearstoolkit/communication-and-languageapproaches  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 9 |
| Maths mastery approach –CPD | Including Red Rose Maths mastery for Receptions teachers  EEF- Teaching and learning toolkit.- Mastery Learning +5  NCETM  Lancashire Maths Mastery CPD  [Mastery learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 2,4 |
| Maths taught in year groups not mixed age classes- extra staffing | Maths Mastery approach- Red Rose Maths  [Mastery learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 2,4 |
| ELSA and lego therapy training for identified TA | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 7 |
| Ongoing evaluation and further development of your knowledge rich curriculum to ensure knowledge is retained. | [Effective Professional Development | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  [1. High-quality teaching | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching) | 2,4 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *10,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics- Quality daily phonics teaching. Consistence throughout school. | [Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2,4 |
| Targeted interventions run by our teaching assistant team | High quality interventions, TAs run interventions in the afternoons or mornings, with a list of children they are responsible for. Disadvantaged children who are not making progress are picked up quickly and focused work to ensure they improve is put into place. | 2,4 |
| Provision of devices for class learning where needed | Necessary for making suitable adaptions to the curriculum for some children – devices could range from a Ipad, reading pen etc | 1,6 |
| Booster groups and classes | [Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2,4 |
| Reading Partners Intervention | Evidence from the EEF suggests that 1:1 tuition has an impact of +5 months in primary schools across the academic year.  [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  Lancashire Reading Partners is a one-to-one reading intervention approach which can be used to support progress in reading. It is particularly useful for children who are reading within the lowest 20% of a cohort in KS1 or KS2 and need specific support. | 2,4 |

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

Budgeted cost: £ *10,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A relentless focus on our existing graduated attendance strategy  Termly meetings with LCC Attendance support worker. | DfE improving school attendance guidance and support from the authority – new guidance published from Lancashire 2024  [Evidence brief on improving attendance and support for… | EEF](https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils)  [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  [Securing good attendance and tackling persistent absence - GOV.UK](https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence) | 8 |
| Before and After School Club funding for families | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,5,7,8 |
| Extra curricular clubs funding for families | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Ensures that disadvantaged children are able to partake in wider school experiences. | 1,5,7,8 |
| Trips and visits funding for families | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Ensures that disadvantaged children are able to partake in wider school experiences. | 1,5,7,8 |
| Music lessons | Opportunity for cultural capital that would not otherwise be accessed. Learning a musical instrument increases self-esteem and broadens experience. All children benefit from learning a musical instrument.  [Research review series: music - GOV.UK](https://www.gov.uk/government/publications/research-review-series-music) | 1,5,7,8 |
| Freeflow and ELSA support | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,5,7,8 |
| Holiday clubs funding for families | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,5,7,8 |
| Providing school milk and fruit | To support a healthy diet.  [Healthy eating: applying All Our Health - GOV.UK](https://www.gov.uk/government/publications/healthy-eating-applying-all-our-health/healthy-eating-applying-all-our-health) | 1,5,7,8 |
| Financial support for identified families | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,5,7,8 |
| Parental Communication – financial support | Current financial crisis very evident. Discussion with families.  [Working with Parents to Support Children's Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 1,5 |
| Effective school  communications –  regular parent  workshops EYFS,  weekly emails from  school , reports, parents’ evenings | [Working with Parents to Support Children's Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 1,5 |
| Uniform support & transport support | Current financial crisis very evident. Discussion with families. Ensures that disadvantaged children have the same uniform as advantaged children e.g. uniform with school emblem, PE shirt. This improves wellbeing for those children who would not usually be able to afford it. Supports parents who struggle financially.  [Working with Parents to Support Children's Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 1,5 |

**Total budgeted cost: £**44,000

## 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 2023-2024 academic year

*Teacher Assessments 2023-24. Note this is whole school data as due to low numbers of pupil premium eligible children in each year group breaking data down to individual year groups would effectively identify individual children.*

*( In 2023-24*  33%*of our Pupil Premium children were also on our SEN register.)*

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|  | *2023-24*  *(Y 1-6) % of Pupil premium children who achieved age related expectations or above. (Y 1-6)* | *2023-24*  *% of NON- Pupil premium children who achieved age related expectations or above. (Y 1-6)* | *2023-24*  *% of ALL pupils who achieved age related expectations or above. (Y 1-6)* |
| *Reading* | *80* | *91* | *90* |
| *Writing* | *80* | *89* | *88* |
| *Maths* | *84* | *93* | *93* |

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| --- | --- | --- | --- |
|  | *2023-24*  *% of Pupil premium children who made expected progress or above. (Y 1-6)* | *2023-24*  *% of NON- Pupil premium children who made expected progress or above. (Y 1-6)* | *2023-24*  *% of ALL pupils who made expected progress or above.*  *(Y 1-6)* |
| *Reading* | *72* | *78* | *77* |
| *Writing* | *76* | *78* | *78* |
| *Maths* | *72* | *77* | *77* |

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| **2023-24** | **Impact** |
| **Teaching:**  **Teaching Assistant hours- TA hours were maintained.**  **Maths mastery approach in 2022-23 this was delivered up to and includingY5. All staff received appropriate training and support.**  **Lego Therapy CPD training delivered to two TAs- Summer 2022**  **Trauma Informed Training** | Children are supported to access Quality first teaching in the first instance but TAs are available to deliver specific interventions to meet identified needs.  Teachers and teaching assistants are confident in delivering maths through a maths mastery approach. Feedback indicates that children are developing confidence in using the approaches to tackle problems- this was particularly evident in KS1 sats. In 2023-24 Maths mastery approach will be delivered in all year groups Y1-Y6. Plans are in place to enable maths to be taught to single year groups, with all teaching by qualified teachers.  Small group Lego therapy sessions for identified children. Feedback from the sessions was very positive children were enjoying the sessions and developing strategies they could transfer back in to the classroom and social situations.  All teachers aware of the impact of ACEs on children’s ability to focus in school. Informed interactions with children recognising their needs, support targeted where needed. |
| **Targeted Academic support:**  **Children identified and given extra support. KS1 – small group support- extra teacher funded. KS2 - Tuition Small group/ 1-1 sessions including after school.**      **Provision of devices for home learning where needed- for access to homework apps.**  **Specialist SEN TA 3 support** | Progress of individual children tracked and monitored. Confidence expressed by the identified children and feedback from parents. Difficulty finding external tutor meant booster groups led by head and assistant head.  All requests for home learning devices were met. Children able to complete homework. For those that did not access TTRS from home time was made within school for them to complete the challenges.  Identified programme of interventions and support timetabled to begin in Autumn term. Progress of individual children in intervention groups monitored. |
| **Wider Strategies:**  **Daisychain After school club**  **Extra curricular clubs funded**  **Trips and visits funded**  **Music lessons**  **Holiday clubs – links to government funded activities shared with parents.**  **ELSA**  **Freeflow**  **Providing school milk**  **Parental Communication** | Positive impact on children’s well being, increased levels of physical activity, opportunities to challenge self and try new experiences. Pupil voice very positive.  Individual support provided for some families. |

## Externally provided programmes

*Freeflow counselling*

*Trauma Informed School Training- all teachers*

*Mental Health lead training*

*Sportscool extra-curricular clubs*

*NCETM Maths mastery*