# Pupil premium strategy report 2024/2025

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Pakeman Primary School  |
| Number of pupils in school  | 336 |
| Proportion (%) of pupil premium eligible pupils | 50% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Changed in September 2024 based on July 2024 data  |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Emma Bonnin (Headteacher)Laura Popazzi(Chair of governors) |
| Pupil premium lead | Tracey Gulliford |
| Governor / Trustee lead | Laura Popazzi  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £232670 |
| Recovery premium funding allocation this academic year | £24940 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £257610 |
| **Total spent**  | £277589.70 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

**Ensuring and supporting great teaching** We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.This will include: * extensive gap analysis used to further inform teaching
* 1:1 and small group support within the class
* LSA and additional teacher support in class
* The employment of specialist teachers
* CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits

**Providing targeted academic interventions** For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress. This will include: * 1:1 / small groups in English and maths
* additional learning time
* online 1:1 tutoring
* additional phonics
* speech and language support
* SEND / EAL support groups

**Specific support needed for 2024/2025*** Whole school writing
* Reception phonics and mark marking
* GD writing and maths
* Gap between boys and girls
* Phonics support for new joiners
* Intense phonics and DSR approach
* Year 4 multiplication
* Year 4 cohort in all areas
* Year 6 maths

**Using a wider range of strategies to overcome barriers to learning**In addition to the strategies above, a range of other strategies can contribute to children’s success in school, such as improving attendance and punctuality, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.This will include: * a focus on improving attendance and punctuality
* providing curriculum enrichment opportunities
* support for wellbeing and mental health
* interventions to increase parental engagement and to ensure there is equity for pupils
* interventions focused on emotional regulation and social interaction
* whole school approach to trauma informed behaviours
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## 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 | Lack of parental engagement, understanding of support systems and aspirations  |
| 2 | Mental health issues for the parents/carers and the child  |
| 3 | Lack of cultural capital and experiences  |
| 4 | Communication and social skills - Speech and language difficulties  |
| 5 | Exposure to gangs, crime, drug and alcohol abuse  |
| 6 | Housing issues, lack of space and overcrowding  |
| 7 | Financial issues  |
| 8 | Low attainment on entry  |

## 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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| End of year data intended outcomes |
| EYFS Good Level of Development to be 68% for pupil premium children | Regular assessment weeks, data points and data tracking Monitoring through observations, learning reviews, book looks, pupil voice and structured conversations. Attendance and punctuality monitoring weekly with the headteacher and half termly with parents/ carers |
| Year 1 phonics to be 89% or above for pupil premium pupilsKS1 cumulative phonics to be 95% or above for pupil premium pupils |
| Year 2 attainment to be in line with Year 6 national in reading, writing and maths for pupil premium pupils |
| Year 2 greater depth attainment to be in line with Year 6 national in reading, writing and maths for pupil premium pupils |
| Year 4 attainment in multiplication test to be above national for pupil premium pupils  |
| Year 3,4,5 and 6 attainment to be in line with national in all reading, writing and maths  |
| Attendance to be 96% or above for pupil premium children |

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| Intended outcome | Monitoring  | **Link to aim:** 1. **Great teaching**
2. **Targeted interventions**
3. **Wider strategies**
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| Teaching is consistently good or better for pupil premium children | Monitoring through observationsEvaluation of regular CPDIntervention observations and book looks Feedback from trips using pupil voice Monitoring in structured conversationsSystematic catch-up monitoring in interventionsPupil voice monitoring for social and emotional interventions  | 1 |
| Pupil premium pupils are supported through interventions in all core subjects | 2 |
| Pupil premium children benefit from a range of activities and experiences to broaden their experiences and curriculum | 3 |
| Pupil premium children are supported emotionally and socially in order to fully access the curriculum | 2 |
| Evidence EFF Report on closing the attainment gap<https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap> NFER White rose in Reception <https://www.nfer.ac.uk/publications/evaluation-of-white-rose-maths-reception-jigsaw-programme/> NFER Year 2 tutoring impact <https://www.nfer.ac.uk/publications/independent-evaluation-of-the-national-tutoring-programme-year-2-impact-evaluation/> Impact of Covid on the disadvantaged gap <https://committees.parliament.uk/writtenevidence/5866/pdf/> |

## 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.

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| 1. Lack of parental engagement, understanding of support systems and aspirations
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| 1. Mental health issues for the parents/carers and the child
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| 1. Lack of cultural capital and experiences
 |
| 1. Communication and social skills - Speech and language difficulties
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| 1. Exposure to gangs, crime, drug and alcohol abuse
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| 1. Housing issues, lack of space and overcrowding
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| 1. Financial issues
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| 1. Low attainment on entry
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**Ensuring and supporting great teaching**

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| Activity | Cost  | Challenge number(s) addressed |
| Teaching monitoring and support – collaborative work – gap analysis – lesson study and best practice  | Team leader TLR – 50% of TLR for 4 people£5746.08 | All |
| Leadership development training  | Cost of leadership training and NPQ training50% of coaching costs 50% of future zone membership costs NPQ fully funded£6460 | All  |
| External validation - Local authority and consultant support  | Reading, Maths and EYFS local authority moderations – 50% £1186.50Writing external consultant – Patric - 50% £675Teaching and learning reviews - 50% £975 | All  |
| Extensive gap analysis used to further inform teachingCost of learning by questions  | LSA release time – 50% of 12 days a year for 6 people£3697.92Learning by questions software – 50% £765 | All  |
| The employment of specialist teachers | Music, PE, Spanish and Drama/Movement 50% of all£13391 music £17531 PE£14000 Artis  | 3 |
| 1:1 and small group support within the class and LSA support in class | LSA, HLTAs and additional teacher support 50% LSAs £93,446HLTAs £38,987Additional teachers £74,949 | 1 |
| CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits | 50% of Future zone membership cost for training and networkingAlready accounted for above  | 1 and 4 |

**Providing targeted academic interventions**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 / small groups in English and maths | 50% of LSAs. HLTAs and additional teachers cost in all year groupsAlready accounted for above  | 1 |
| Additional learning time – boosters  | Funded by Richard Reeves  | X |
| Online 1:1 tutoring | Funded by Richard Reeves  | X  |
| Additional phonics group work  | 50% of phonics TLR = £153850% of 4 hours a week costAlready accounted for above  | 1 |
| Speech and language support | Funded by local authority  | 1 and 4  |
| SEND / EAL support groups | 50% of LSAs. HLTAs and additional teachers cost in all year groupsAlready accounted for above 50% of additional LSA costs for SEND | 1 and 4  |
| Pupil progress interventions  | 3 hours a week of DH cost – 50% of cost£5143.30 | All |

**Using a wider range of strategies to overcome barriers to learning**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on improving attendance | 50% of 5 hours a week of attendance and punctuality lead 50% of 2H of our Child and Family Support worker’s time Already accounted for above  | 1 |
| Providing curriculum enrichment opportunities and targeted financial support  | 50% of trip costs for the year funded by fundraising School funded place for 2 pupil premium children on school journey £44050% of Young Shakespeare company 50% of Now Press Play Already accounted for above | 3 |
| SEMH interventions for children who are not accessing the curriculum to their full potential | 50% of SEMH interventions (3 days between both CFSW – 5 days funded by Richard Reeves)Already accounted for above | 2 |
| Support for wellbeing and mental health | Training for staff to support in class throughout the day Funded by local authority  | 2 |
| Interventions to increase parental engagement and to ensure there is equity for pupils | 50% of 1/10 of our Child and Family Support worker’s time for coffee mornings and workshops Partly funded by Richard Reeves  | All  |
| Weekly pastoral care meetings  | 50% of 2 hours of H, DH and AH£2871 | 1 |

**Total budgeted cost: £**277589.70

# Part B: Review of outcomes for 2025 results