

# Pupil premium strategy statement – Padfield Community Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	108
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Craig Woodward
Pupil premium lead	Craig Woodward
Governor / Trustee lead	Andy Parton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,210
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£29,210

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Pupils at Padfield **will** all make expected progress in reading, writing and maths, through quality first teaching, bespoke intervention and resourcing, increased opportunities and reinforcement of learning at home.

We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their personalised needs which are identified through our schools, assess, plan, do and review cycle.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Padfield.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by lockdown (and continue to be so)
2	Narrowing the attainment gap across reading, writing and maths
3	Limited life experiences and opportunities to join in enrichment opportunities
4	Low attendance and poor punctuality
5	Communication, speech & language development

## 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
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<p>Pupils make at least expected progress in reading, writing and maths in line with national expectations.</p>	<p>Gap will close/narrow in progress made between PP and non PP.  Achieve national average progress scores in KS1/KS2 Reading, Writing and Maths  Work and book monitoring to show that children are achieving age appropriate expectations.</p>
<p>Increase overlearning and reinforcement in reading and maths at home and school.</p>	<p>Increase in reading attainment and mental maths/fluency for PP pupils. Arithmetic scores will increase.  Children in school accessing provision, intervention and records show differences in starting and end data.</p>
<p>Children to achieve the expected national standard in writing (as a percentage) in every year group.</p>	<p>Children will be able to achieve the national standard, through moderation (internal and external) to ensure they achieve standards set by the government.  Work and booking monitoring to show children building on previous learning, age appropriate learning taking place.</p>
<p>Pupils access a wide range of interventions to meet their academic and social, emotional and mental health needs, including speech and language.</p>	<p>As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.  Sustained high levels of wellbeing from 2023/24 demonstrated by:  qualitative data from pupil voice reporting that they feel happy, safe and valued in school,  teacher observations,  monitoring of teachers and teaching assistants support to identify impact.</p>
<p>An intensive home school link service is provided by Padfield to support pupils and/or parents, identified by school as vulnerable or in need.</p>	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.  Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.  Behaviour incidents are reduced in school due to behaviour support in the home.</p>
<p>PP attendance increases.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.  Admin staff employed to focus on attendance.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.  Social skills, independence, perseverance and team work are developed.</p>

## 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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all by scaffolding - and developing metacognitive strategies. Teachers forming strong relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback.</p>	<p>The EEF Guide to the Pupil Premium - Autumn 2024  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</a>            Feedback;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>            Metacognition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,5</p>
<p>Investment in professional development including training and support for ECT as well Maths CPD for all staff on problem</p>	<p>The EEF Guide to the Pupil Premium - Autumn 2024  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</a>            The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	<p>1, 2, 5</p>

<p>solving and reasoning.</p> <p>Writing CPD for all staff on the writing process and purchasing new consistent scheme for writing.</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Oral language strategies including:</p> <ul style="list-style-type: none"> <li>● targeted reading aloud and book discussion with young children;</li> <li>● explicitly extending pupils' spoken vocabulary;</li> <li>● the use of structured questioning to develop reading comprehension; and</li> </ul> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>EEF Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 5</p>
<p>Continue to develop staff CPD in the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. – Continue to purchase additional resources to support intervention and catch up/keep up</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,5</p>

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions delivered by teaching assistants: 1:1 and small group dependent on need.</p> <p>Catch up/Keep Up phonics, bespoke intervention based on gap analysis</p>	<p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase subscription to Glossopdale family Support</p> <p>This offer includes: direct work with children and families, home visits, signposting for support, attendance at</p>	<p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,3,4

meetings, bespoke family support on a case by case basis.		
Cultural capital experiences promoted in the curriculum.	Learning is contextualised in concrete experiences and language rich environments.	1,2,3
Essential experiences built into curriculum Reduction in cost of trips for PP	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	

**Total budgeted cost: £27,000**

**£2000 – contingency fund for acute issues.**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our curriculum offer for all children (including those in receipt of pupil premium funding) has changed this year. We have researched, created, and subscribed to other services and packages to further ensure that all make progress. Creating our own bespoke curriculum allows us to further monitor small curriculum steps of progress and have an accurate assessment of pupils. We invested in new schemes such as Little Wandle and Ready, Steady Write to further support those children that may not be on national curriculum objectives. Our core curriculum ensures that all steps are monitored across the curriculum. This monitoring has been conducted by SLT (inclusive of the Premium Lead) at least termly. We also pride ourselves on developing bespoke curriculums for those children that need it.

Our investment in Little Wandle has supported children to not only 'Catch Up' but also to 'Keep Up'. These interventions are monitored and assessments are conducted every 3 weeks to ensure that data and support is current and up to date. We have purchased Little Wandle resources that will support children in EYFS to ensure that communication and language support starts as early as possible.

Our interventions are still monitored at least termly and the Inclusion Lead monitors the impact and delivery of those interventions. We use bespoke intervention and research evidenced (EEF) interventions.

Our before school breakfast club has continued to provide many children across the year with a breakfast, a warm and welcoming environment, which has enabled the children accessing it to come in and be ready for the school day and to learn. This provision continues to provide support for our families and children.

We continue to commit to supporting our families using Family Support (Early Help offer) as this has ensured that our families are well supported covering a range of different things. This support continues to be invaluable and has provided bespoke support to families and children which has included work on social, emotional and mental health support, group support, 1:1 support ensuring that all children have the best chances.

Our attendance officer, with support from the head teacher and pupil premium lead, have supported parents in getting children to school, and has this will help to decrease the number of lates and absences to school – please see attendance data below. The gap is closing.

PP attendance = 93.26%

Non PP attendance = 94.98%

## This report is for Group 2023-2024 Pupil Prem

Number of Students = 9

Number of possible attendances = 1395

### Summary of Attendance

	Number	% of Possible
Present (including Approved Educational Activity)	1301	93.26
Present (excluding Approved Educational Activity)	1289	92.40
Unauthorised Absence (incl. Unauthorised Lates)	24	1.72
Unauthorised Absence (excl. Unauthorised Lates)	21	1.51
Authorised Absence	70	5.02
Approved Educational Activity	12	0.86