# The District CE Pupil Premium Strategy Statement 24/25

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | The District CE Primary School |
| Number of pupils in school | Total - 366 (Dec 24)<br>314 Rec - Y6<br>21 EYPP<br>159 PP |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025<br>Dec 2025 |
| Statement authorised by | Head teacher: Lavern Shelford |
| Pupil premium lead | Deputy Head teacher: Claire Ryder |
| Governor / Trustee lead | Frank Maguire |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £241,240 |
| Recovery premium funding allocation this academic year | 21/22 £11,088<br>22/23 £7076<br>24/25 £8821<br>Total: £26,985 |
| School Led Tutoring | 24/25 £7,965 |

| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
|---|---|
| **Total budget for this academic year** | £231,386 |

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

### Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the word gap.

### Our Implementation Process

We have selected a small number of priorities to ensure the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

**Explore**

- Use analysis of attainment and progress data, stakeholder consultations and local knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions.

- Examine the fit and feasibility with the school in relation to staffing and resources.

**Prepare**

- Develop a clear and logical plan.

- Access the readiness of the school to deliver the plan.

- Make practical preparations including a baseline measure to show starting points.

- Support staff and solve any problems using a flexible leadership approach.

- Reinforce initial training with follow-on support and monitoring.

**Sustain**

- Plan for sustaining and scaling the intervention from the outset if appropriate

- Continually acknowledge and support good implementation practices

- Linked to key priorities in the School Improvement Plan, Sports Premium and Professional Development Plan.

## **Our Tiered Approach**

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Teaching

2. Targeted academic support

3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so. (*Reception baseline and teacher assessment*). |
| 2 | Pupils demonstrate limited language skills on entry. (*Elklan screening and the reception baseline*). |
| 3 | Children's learning and progress is inconsistent and can be affected by home circumstances, including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse, parental mental health and wellbeing. (*Evidenced through EHAT assessments, Operation Encompass, observations and dialogue with parent/carers*). |
| 4 | Pupils not being '*ready to learn*' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience. (*Monitoring, observations, staff feedback*) |
| 5 | Lack of opportunities for some disadvantaged children to engage with enrichment activities, which impacts on their knowledge of the wider |

| | world/cultural capital. *(Pupil voice, local deprivation data, assessment of prior learning and knowledge)* |
|---|---|

# 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 |
|---|---|
| Attainment and progress in R,W,M combined | The attainment gap will narrow between disadvantaged and non-disadvantaged pupils. |
| Attainment and progress in Early Years | Reception children will make good progress in all areas of learning (demonstrated through the progress matrices) and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children. |
| Language Acquisition | Assessments and observations indicate improved oral language and language comprehension among disadvantaged pupils - with a lower % needing intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Phonics | Achieve above national average expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils. |
| Other | Attendance of disadvantaged pupils is above 95%. The gap between disadvantaged and non is reduced. |

# 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.

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

Budgeted cost: £69,856

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.<br><br>Weekly staff meeting and tutorials for all teaching staff.<br><br>Develop capacity within the leadership team. | DfE: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.<br>1. Teaching<br>Investing in high-quality teaching, for example:<br>• training and professional development for teachers<br>• recruitment and retention<br>• support for teachers early in their careers | 1,2 |
| Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff. | | 1 |
| Quality, research based training package, particularly for ECTs to ensure quality first teaching in every classroom and access to leadership qualifications for more experienced teachers e.g. NPQLT, NPQSL. | | 1 |

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

Budgeted cost: £93,530.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

| | | |
|---|---|---|
| AHT/DT targeted teaching and support.<br><br>Increased dedicated SEND time for AHT (2 days per week) and Assistant SENCO to support the delivery of QFT and timely referral processes. Dedicated time for monitoring and evaluation.<br><br>Small group or 1:1 tuition for targeted pupils.<br><br>Phonics lead coaching and working with RWI consultant.<br><br>Additional phonics tutoring targeted at disadvantaged pupils who require intervention.<br><br>Additional L3 teaching assistants (KS1 and LKS2) to provide timely intervention/support - class based and small group. | EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase.<br><br>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes.<br><br>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.<br><br>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1,2,3,4 |

| | | |
|---|---|---|
| Use high quality online resources to support pupils' learning.<br>- Reading Plus<br>- PIXL<br>- Accelerated Reader<br>- TT Rockstars<br>- Showbie<br>- Quizzes<br><br>Diagnostic assessments, QLA and therapies (PiXL).AHT to monitor and interpret assessments and recommend 'therapies' to accelerate progress - specifically progress of disadvantaged pupils.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.<br><br>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition<br><br>https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/ | 1,3 |
| Use quality interventions in the Foundation Stage to close the gap on entry and improve early language - Talk Boost, Chatty Nouns and Verbs, ELKLAN Oxford Language screening and intervention. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1,2,3 |
| Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.<br>- Precision Teaching<br>- Numberstacks<br>- PIXL Therapies<br>- Pre teach<br>- Fresh Start | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. | 1,3,4,5 |
| Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge. | The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.<br><br>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf | 4,5 |
| Specific, tailored SEMH interventions based on the needs of each individual child, e.g. Nurture Nest and Send base provision, Desty, sensory | | 5 |

| | | |
|---|---|---|
| circuits, lego based therapy, Chatty Emotions, Drawing and Talking, class calm kits, etc.

Chatty Nouns and Verbs– vocabulary screening and intervention. | https://educationendowmentfoundation.org.uk on-evidence/teaching-learning-toolkit/oral-lang interventions

EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | |

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

Budgeted cost: £68,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Member of SLT specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality.

Bi-weekly meetings with HT, strategic attendance lead and pastoral/attendance lead.

Insight tracking - analysis of attendance reports. Sharing reports with parents. | EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:

• approaches and programmes which aim to develop parental skills such as literacy or IT skills;
• general approaches which encourage parents to support their children with, for example reading or homework;
• the involvement of parents in their children's learning activities; and
• more intensive programmes for families in crisis.

Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.

https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf

https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3 |

| | | |
|---|---|---|
| Increased capacity for EHAT assessment - SENCO and Assistant SENCO trained.<br><br>Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) toolkit. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | |
| Pastoral support team in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.<br><br>Increased focus on the development of self-regulation and executive functioning in Early Years. practitioner led workshops for parents. | EEF (+4)<br>● Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.<br>● SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.  These include: specialised programmes which are targeted at students with particular social or emotional needs.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br><br>https://www.traumainformedschools.co.uk/evidence-base | 3 |
| Wellbeing and behaviour support is based on three core values of be ready, be respectful and be safe. An inclusion team with specific skills and training to be responsive to need and share practice across school. | EEF Improving behaviour in schools.<br> Key messages include:<br>● Know and understand your pupils and their influences.<br>● Use targeted approaches to meet the needs of individuals in your school<br>● Consistency and coherence at a whole-school level are paramount.<br>● Teach learning behaviours alongside managing misbehaviour.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf | 3, 4 |
| Providing a wide variety of enrichment experiences for all pupils to inspire and | Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils' knowledge and understanding the wider world. | 3,4,5 |

| | | |
|---|---|---|
| motivate learners to engage with the curriculum.<br><br>KABs outdoor sessions to further develop engagement and participation. Strengthen links between the outdoor environment and the school curriculum and to provide opportunities for all age groups to develop the skills and values required for a strong character/good citizen.<br><br>Increased access to specialist sports activities, e.g. karate, yoga, gymnastics, girls football, multi-skills.  Target at disadvantaged and SEND pupils. | Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths. | |

**Total budgeted cost:**£231,386

# 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 to 2024 academic year.

**Teaching**

- Quality of teaching and learning is a priority across school and monitoring demonstrates good teaching in all key stages.
- Staff were supported by members of SLT and subject leaders to upskill and develop their practice. We have taken part in a range of projects and initiatives to develop teaching pedagogy and skills including: Retrieval Practice, Maths Hub Sustaining group, ExSEL, Maths Mastering Number EYFS & KS1, Subject Reviews from LSP, Music and sports coaching and moderation training.
- A comprehensive Continuous Professional Development offer has equipped staff with more knowledge and understanding regarding: teaching and learning, feedback, quality interactions, SEND, mental health and wellbeing, assessment and subject-specific expectations (see cpd overview 2023/24 and 2024/25).
- In-school monitoring activity has enabled senior leaders to identify and provide targeted support and intervention to meet the changing needs of pupils and cohorts.
- ECT completed a successful first year.
- Staff have undertaken National Professional Qualifications including NPQSL, NASENCO, NPQEYL, NPQLT and NPQLBC.
- Staff have been working with other colleagues across the REMAT Trust to further develop aspects of the curriculum.
- First Learning Network strengthens K,S & U and supports whole school improvement.
- Staff access online CPD through the National College tailored to their needs.

**Targeted academic support**

- AHT/DHT targeted support for LKS2 and UKS2 focusing on RWM. Pupils received high-quality teaching delivered to smaller groups and 1:1 tuition for targeted pupils. As a result, gaps in knowledge were addressed promptly and pupils could access their learning more successfully. This had a positive impact not only academically but emotionally; raising pupils' self-esteem. (see target group data).School led tutoring used with target pupils, who accessed high-quality tutoring from staff who knew their needs. All pupils made significant progress from their starting points.
- Effective pupil progress systems in place to monitor the attainment and progress of pupils. Read Write Inc Consultancy supports the assessment and tracking of phonics across school. RWI monitoring, supporting and coaching to improve teaching and improve phonics outcomes.
- Interventions and targeted support are put in place promptly and reviewed i.e. precision teaching, Oxford Screening, Eklan, SNAP maths, Numberstacks, Chatty Nouns and Verbs, Talk Boost and 1:1 phonics etc.

**Wider strategies**

- Pastoral support is given at point of need- Listening Ear,Three Houses, anger and frustration resources , bereavement, sensory and bespoke support depending on need.
- Signposting of services to support families and gain further advice.

- Prompt sharing of information with parents to support need via online platform (Dojo).
- Signs of safety provides further rigour and consistency when supporting pupils and families.
- Attendance policy and practice are consistent and rigorous. New national and local systems and processes implemented with rigour.
- Attendance and punctuality are monitored daily and support is given to families to improve their child's attendance. Support includes notice to improve meetings, follow-up phone calls, home visits, referrals to other services, positive parenting, EHAT assessments and free childcare places.
- 2023/24 attendance figures for pupil premium pupils was 91% compared to 95% for non-pupil premium pupils.
- Attendance data, analysis and strategies are shared with senior leaders throughout the year, with bi-weekly meetings taking place between the strategic attendance lead, the pastoral/attendance lead and Headteacher.
- Staff received training from professionals to develop their knowledge, skills and understanding including: Therapeutic Schools - Connection and Disconnection, EAL, ASD, Oracy, Visual Impairment, ExSEL, sensory support and specific SEND support.
- Therapeutic Schools programme has been implemented and strategies used to support pupils. Staff have implemented changes to the environment, taught specific lessons focusing on emotional health and took part in focus weeks/ projects including:The Happiness Project, Children's Mental Health Week, World Mental Health Week and Young Minds Hello Yellow.

## Outcomes 2023-2024

In Reception, 70% of disadvantaged pupils achieved a Good Level of Development (GLD) compared to 71% of non-disadvantaged pupils.

59% of disadvantaged pupils achieved the expected standard in the phonics screening check, a 9% increase from the previous year.

At the end of  KS2:

67% of disadvantaged pupils met the expected standard at RWM combined which is a 19% increase from the previous year.

75% achieved the expected standard or above in Reading compared to 59% in 2022/2023.

67% achieved the expected standard or above in maths, compared to 40% in 2021/2022. (70% in 2022/2023)

79% achieved the expected standard in writing compared to 70% in 2023/24 and 35% in 2021/2022.

| Attendance percentage | | | 15-18 days missed | 19+ days missed |
|---|---|---|---|---|
| Disadvantaged | 91.4% | Disadvantaged | 11 | 35 |
| Not Disadvantaged | 94.7% | Not Disadvantaged | 3 | 16 |
| National | 94.5% | | | |
| Local Authority | 94.3% | | | |

# Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
| --- | --- |
| Quizzes | |
| White Rose Maths Subscription | White Rose Maths |
| Times Table Rockstar | Maths Circle |
| Accelerated Reader | Renaissance |
| PiXL | |
| Read Write Inc and Fresh Start | Ruth Miskin |
| Chatty nouns and verbs | |
| Insight Tracking | |