

# High Ercall Primary School PPG Strategy 2024-27 Pupil Premium Strategy Statement 2024 update

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 24-25

Detail	Data
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	12.8% (PPG plus service) 19 8% (PPG) 12 4.7% (Service) 7
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024-27
Date this statement was published	25 <sup>th</sup> September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Roberts
Pupil premium lead	Sarah Roberts
Governor / Trustee lead	Jan Meredith

## Funding overview 24-25

Detail	Amount
Pupil premium funding allocation this academic year	£24,210 (not confirmed)
Recovery premium funding allocation this academic year	
Tutor led grant funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£832,714

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Low engagement in schooling – with often a poor literate environment at home. Children do not read regularly at home. Some parents engage less in general with school and so may not attend workshops or parent meetings to find out about how to support their child. Parents may have had a negative personal experience with school.
2	Poorer vocabulary and breadth of vocabulary knowledge. This is evident in the spoken language and in the use of vocabulary amongst the older children.
3	Some underlying SEND needs including SALT needs / weaker phonemic knowledge / understanding – more children in receipt of PPG have come into school with weaker phonemic knowledge or not at the stage ready to learn phase 2 phonemes. Some PPG children take longer to pass the phonics test and need precision teaching and other intervention to support progress.
4	Progress in reading and writing is slower than progress in mathematics – often because of the difficulties identified above.
5	The proportion of pupils children with PPG funding who are at ARE is lower than pupils not in receipt of PPG funding.
6	Specific pupils with lower attendance rates – this does not apply to all PPG children but certain pupils within this group.
7	Lower emotional resilience and fear of failure for some pupils.

### 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
Children with receipt of PPG funding will read regularly individually in school to improve reading fluency and stamina	All children will be allocated additional reading to an adult on intervention planning.  Children on colour coded bands will make evident progress through the bands.

	<p>Progress in fluency and automaticity will be evident for the younger children where this was a difficulty.</p> <p>Precision Teaching techniques will be used for identified pupils to improve automaticity.</p>
<p>Children will make good progress with phonics – where phonics was poor and below age related expectations.</p>	<p>There will be additional small group and 1:1 teaching for identified children. Ongoing assessment and review is a key part of this.</p> <p>Targeted children will make notable progress.</p> <p>There will be identified phonemes taught in Year 3 and Year 4 as required to support those children with gaps in their knowledge.</p> <p>Precision Teaching will be used as an intervention to target phonemes and decoding for individual pupils.</p>
<p>Children will use a wider vocabulary in speaking, reading and writing.</p>	<p>Vocabulary ninjas will be taught within VIPERS for reading in KS2.</p> <p>Identified children will use 1:1 and 1:2 interventions as the 'word aware' approach to explicitly teach new words.</p> <p>It will be evident in writing that children are using taught vocabulary and making adventurous choices with words.</p> <p>Drawing Club is being used as an approach in KS1 to support vocabulary development and early writing.</p>
<p>Children with PPG funding will make accelerated progress in order that more children are working at ARE.</p>	<p>Pupils with PPG funding are targeted within first quality teaching in the classroom – with high expectations in line with RADY principles</p> <p>Intervention planning will focus on the progress of pupils in receipt of PPG – specific targets to improve attainment.</p>
<p>Targeted pupils will show an improvement in attendance percentage and it will be above 90%.</p>	<p>Attendance will be monitored daily and notes made for individuals who are absent. Half termly monitoring of all pupils – identify concerns and contact parents by letter for a meeting. Follow up with support and also follow LA protocol.</p>
<p>Targeted pupils will show a positive attitude to learning and peers.</p>	<p>Attendance will be good for these pupils.</p>

Engagement with some parents will improve.	<p>Children will engage positively with their learning and social activities.</p> <p>Children will take up a club after school to support social development</p> <p>Parents will attend certain events in school including parent meals.</p> <p>High level of daily engagement with certain parents to build relationships with all staff – through chats on drop off, check ins about broader family.</p>
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### 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:**

*Staff PD / extra training days - £2160*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all school staff with the Educational Psychologist – Individual support for Class teachers</p> <p>Whole staff training related to SEND needs evident in PPG children and all children.</p>	<p>Using the EEF pupil premium guide, it is clear that investing in clear staff training to support quality interventions is key.</p> <p>1:1 class teacher meetings with EP to talk about teaching and learning for individual pupils and especially PPG children with progress concerns. Use for intervention planning.</p> <p>Ensure Precision Teaching / Direct Instruction training for new staff as necessary. Use staff within school to upskill new staff in the strategy.</p> <p>Further ASD training for the whole school – to support with strategies for teaching and learning and support in the learning environment. This will target certain PPG children with SEND,</p>	1,3,6,7

	even without ASD diagnosis, as strategies will support progress.	
Teaching staff and TA staff CPD focusing on pedagogy including adaptive teaching and improving impact of interventions	<p>Continue using Teaching Walkthrus – which is a text of instructional coaching based upon research from a range of educational experts.</p> <p>The instructional coaching model uses a modelled approach to improve teaching and learning. It uses observations, 3 way feedback and peer supported reflection to improve a chosen aspect of teaching and learning.</p> <p>School focus on ‘Pitch up’ as a technique identified through the RADY principles established last year.</p> <p>School focus on ‘active’ learning strategies – as a balance with the use of instructional teaching. Support for pupils who find sitting for periods more difficult.</p>	4,5,7

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

### Budgeted cost:

*HLTA within whole class alongside CT (plus TA) – 0.4 – £7,467.50*

*Additional TA in C4 – 0.5 contract (mornings) / TA intervention time, including 1:1 support – additional TA in C3 – £14,625*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group TA intervention	<p>TA intervention highly planned in across school to include daily reading, precision teaching, additional phonics teaching in small groups.</p> <p>Small group tuition is shown to have moderate impact for relatively low cost. In school we used experienced TA staff who know the children well and know the gaps in attainment.</p>	1,2,3,7
Focused HLTA / TA support and CT support in first quality teaching	<p>Reduction of time out of class – but targeted support in class to ensure that all pupils have access to high quality teaching from class teacher with then scaffolds and support in class.</p> <p>Higher proportion of Tas in some classes with higher proportion of pupils with PPG and SEND needs combined.</p>	1,2,3,4,5

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

Budgeted cost:

*Clubs: £392 per term (based on take up Aut 2) - £1176*

*Emotional health training – grant funded from DFE*

*Lunchtime supervisor – 4 x weekly - £1615*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to school clubs for pupils with PPG funding.	Engagement in sport, and other activities which encourage interaction between peers support social and emotional wellbeing of pupils, particularly those with a higher degree of mobility.	6,7
Staff CPD to support emotional health and wellbeing. Teacher attendance at LA Future In Mind Project	EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Wellbeing Warriors in school – peers to be trained in supporting each other and identifying when to involve an adult Pastoral lunch club RH / ES – 4 x a week playtime support with games to involved those children who find playtimes difficult. Purchase social skills resources to support Allocation of responsibilities in school – library, lunchtime helpers to engage children, give responsibility at certain times of the day including lunchtimes.	6,7

**Total budgeted cost: £29,203**

## 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 2022 to 2023 academic year.

Allocation for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£28,075
Recovery premium funding allocation this academic year	£2175
Tutor led grant funding allocation this academic year	£877.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£845,609

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Children with receipt of PPG funding will read regularly individually in school to improve reading fluency and stamina</p> <p>Children will make accelerated progress with phonics – where phonics was poor and below age related expectations.</p>	<p>1:1 reading daily</p> <p>Precision Teaching for phonics and automaticity of key words.</p> <p>Phonics 1:1 intervention.</p>	<p>Records of Precision teaching show a good impact of teaching and records of phase 2,3,4 knowledge of phonemes show good progress from starting points.</p> <p>Reading progress also shows a good level of progress from starting points.</p> <p>KS2 writing scores (84% ARE / 26% GD) and reading (89% / 79%) reflect very positively the impact of both high quality initial teaching and intervention for editing and progress. Reading GD is a high increase since 23-24 and well above national averages.</p> <p>Phonics scores reflect good progress from all pupils – with 90% passing (2 children with SEND needs did not reach the pass mark – 1 with PPG) Children in Year 2 – 3 out of 4 pupils passes. The 4<sup>th</sup> pupil with EAL and SEND needs.</p>	<p>Adjustment of spelling T&amp;L to include phase 5 repeated in Year 2 and Class 3 – to give reinforcement for those children who have just passed or need repetition..</p> <p>Focus support for PPG children not achieving ARE in reading to continue - ensure that they have had access to phase 5 and 6 as Year 3 / 4ss.</p> <p>Continue to use Precision Teach across school as an intervention. Also ensure pre and post teach is used. Ensure staff training with PT and direct instruction</p>
<p>Children will use a wider vocabulary in speaking, reading and writing.</p>	<p>VIPERS as a whole class teaching initiative.</p> <p>Word aware as appropriate</p>	<p>Drawing Club as a new approach has been highly successful in Class 1 at introducing and retaining new vocabulary and improving writing outcomes.</p> <p>Whole class teaching through exposure to more challenging texts across KS2, even where the reading age might have been higher than that of individuals, has shown to have a positive impact on all pupils - shown in the high proportion of pupils achieving GD in reading - 79% and the high proportion of pupils achieving ARE in writing compared to national (83% school - 71% national). Pre-teach vocabulary has supported this</p>	<p>VIPERS will continue and all children will access whole class teaching of high quality and challenging texts to expose all children to this vocabulary from Year 2 upwards.</p> <p>Extend Drawing Club into Class 2 – to support Year 1 and provide continuity from 23-24 with the focus on quality text and vocabulary.</p>
<p>Children with PPG funding will make accelerated progress in order that more children are working at ARE.</p>	<p>School led tutoring funding will be used for 1:1 and small group tutoring with a focus on writing for pupils with PPG funding.</p> <p>Intervention planning will focus on the progress of pupils in receipt of PPG – specific targets to improve attainment.</p>	<p>Children in Year 6 – PPG and other pupils including SEND – made accelerated progress to achieve at least EXS in all subjects. End of KS results well above national and include pupils with a range of needs.</p> <p>Some PPG children made accelerated progress during the year to be at or near to ARE. Some focus children made good progress but not yet at ARE – for a range of reasons including attendance below or SEND.</p>	<p>Continue RADY approach with additional focus in class and minimal interventions to enable access.</p> <p>Interventions only – reading, pre-teach vocab and ensure access to all whole class teach.</p>



<p>Targeted pupils will show an improvement in attendance percentage and it will be above 90%.</p> <p>Targeted pupils will show a positive attitude to learning and peers.</p>	<p>Attendance monitoring</p> <p>1:1 meetings and support with EWO.</p> <p>Offer of after school club to all PPG FOC.</p>	<p>Attendance for the whole year remains above national. Attendance monitoring is successful and rigorous. Most pupils at or below showed an improvement through the year - or there was a further reason.</p> <p>After school club offer has been taken up by all pupils during the year.</p> <p>Attendance: the majority of targeted pupils showed an improvement in attendance by the end of the year.</p>	<p>Continue work with new LA EWO to support families. Use data to identify pupils to target immediately in September and engage other services as needed.</p> <p>Continue to offer clubs to all PPG children and contact individually as required to encourage take up, including those on school transport.</p> <p>Ensure all staff understanding of attendance and safeguarding.</p>
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## 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
White Rose mathematics	White Rose
Ed Shed	Ed Shed
Lucid rapid	GL assessment
My maths	OUP
Bug Club phonics	Pearson
Times Table Rock Stars	Maths Circle
Read Theory	