



## Pulford Pupil Premium Strategy Statement 2024 - 2025

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	Pulford VA Lower School
Number of pupils in main school	225 (Sept 24)
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers	24-25
Date this statement was published	September 24
Date on which it will be reviewed	September 25
Statement authorised by	David Heather (Head teacher)
Pupil premium lead	Tessa Rees (Deputy head teacher)
Governor / Trustee lead	Simon King

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on the Oct 23 census	£34,610
Recovery premium funding allocation this academic year	£2936
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	<b>£ 37,546</b>

### Part A: Pupil premium strategy plan

#### Statement of intent

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 all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not (i.e. registered as in receipt of the PP grant).

High-quality teaching is at the heart of our approach, 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. Implicit in the intended

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outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its support for the mental health and well-being of all pupils as well as academic support through tutoring.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	To continue to improve phonic attainment including staff training
	To continue to improve outcomes in writing – training through Herts will inform improved practice.
2	To audit our guided reading practice- identify and implement appropriate training
3	Wellbeing and mental health: observations and discussions with pupils and families have identified social and emotional issues for many pupils. Exposure to good quality music schemes. The Early years & KS1 teams in particular report an inability to share and work as a group. These challenges particularly affect disadvantaged pupils and those with attachment issues.
4	Poor vocabulary, increased speech and language needs.

### 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
Improved phonic attainment among disadvantaged pupils.	Train new TA's in Unlocking Letters and Sounds. Continue precision interventions. Year 1 phonic outcomes in 2024/25 will show that 80% of disadvantaged pupils increased their phonic scores.
Improved reading attainment among disadvantaged pupils.	KS1&2 reading outcomes in 2024/25 will show that more than 50% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS1 & 2 writing outcomes in 2024/25 will show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: data from student voice, behaviour logs and class notes and

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	teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny as well as SALT reports and ongoing formative assessment.

### 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: £ 12,616.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school uses Unlocking letters and Sounds. Small Library groups enable year groups to be taught separately and facilitate a smaller group for vulnerable learners.	Smaller groups for vulnerable children and a DFE validated systematic, synthetic phonics programme have a strong evidence base which 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>  TA time to use e.g. precision grids with those who need more practise	1
Reading and reading comprehension.  Reading buddies and teacher/TA intervention for English including reading and writing	Peer tutoring – EEF research shows the evidence of impact is relatively high for a low cost. The benefits are apparent for both tutor and tutee.  Sutton trust toolkit evidence demonstrates that small group intervention, support with reading comprehension strategies, group writing improvement support and 1:1 support can all have a significant impact on progress.	1&2  1,2,3

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

Budgeted cost: £18,304.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher tutoring with targeted children (not necessarily PP). To ensure that challenging targets are met despite gaps in education due to COVID etc.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2 & 3
Improving outcomes in Communication and language in the EYFS and across the school, including EAL.	Sutton trust toolkit evidence demonstrates that EY intervention is one of the most powerful approaches to add value in progress. Speech sounds training, ELKLAN training and Lift off to Language are programmes for staff to run in school provide by the Speech and Language Team.	5

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

Budgeted cost: £6,625.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning –Forest School up to KS1	Forest School involves <a href="#">collaborative learning experiences</a> with physical, social and emotional challenge. Practical problem solving, reflection and discussion of thinking processes and reasons for choices may also be involved.	4
Club/Trip subsidy	To promote inclusion and cultural capital. To support PPG children to go to clubs and trips including swimming – supporting healthy lifestyles.	4
TA intervention groups such as: Social skills/ emotional wellbeing groups; Anger management groups; Occupational therapy groups; working memory; speech and language targets.	Sutton trust toolkit evidence recommends Social and Emotional learning as an effective strategy.  A high proportion of PPG pupils in our school have this area identified in their top three barriers to learning. Many of the PPG children also have an additional need (40%).	4
Externally provided services - LC2 provide a bought in service at Tier 1 support. Some children also have SEND so Educational Psychology or SEND screening programmes are purchased as necessary.	SEMH intervention early ensures pupils build resilience and engagement required for learning as they move up the school.	4

**Total budgeted cost: £ 37,546**

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## 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.

Analysis of our internal data shows that whilst certain children who were PP but also on an EHC/SEND support plan did not meet national expectations, they did improve their scores and achieved their personal targets. Due to the very small numbers in some cohorts, it would not be fair to publish some data due to the possibility of individuals being identified.

The after-effects of the pandemic are still being felt in the wider school as well as the PP children. This has had a national effect on results.

The Key findings from the EEF are ' COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. • There is evidence that the attainment gap between disadvantaged students and their classmates has grown. • There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects. Other recent research shows particularly negative impacts for pupils in KS3 (DfE, 2021, 2022). • Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts. • Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health'.

<b>2022-2023</b>		
EYFS	EYFS GLD	67%
Year 1(100% of PP also on SEND support or EHC plan).	Phonics check Small cohort achieved their internal targets set.	Not published due to very small cohort numbers
End of KS1 (60% of PP also on SEND support or EHC plan)	Reading– achieved 2+	60%
	Writing – achieved 2+	20%
	Maths – achieved 2+	60%
KS2 (50% of PP also on SEND support or EHC plan)	Reading – achieved 2+	58%
	Writing – achieved 2+	33%
	Maths – achieved 2+	50%
23-24		
EYFS	EYFS GLD	100%

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Year 1(100% of PP also on SEND support or EHC plan).	Phonics check Small cohort achieved their internal targets set.	50%
End of KS1 (60% of PP also on SEND support or EHC plan)	Reading– achieved 2+	50%
	Writing – achieved 2+	50%
	Maths – achieved 2+	50%
KS2 (50% of PP also on SEND support or EHC plan)	Reading – achieved 2+	71%
	Writing – achieved 2+	43%
	Maths – achieved 2+	57%

### Further information

The qualifying benefits to receive free school meals for children in Year 3 and over are:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker’s Allowance
- Income-related Employment and Support Allowance
- support under Part IV of the Immigration and Asylum Act 1999
- the Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and you have an annual gross income of no more than £16,190)
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)

If you think you may qualify call the Central Bedfordshire Helpline: **0300 300 8306**

- [https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free\\_school\\_meals](https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free_school_meals)
- You will need: National Insurance numbers and dates of birth for you and your partner; dates of birth for your children; if you receive support from the National Asylum Support Service, your NASS number.

There are no specific rules on how the money should be spent and it does not have to be spent directly on those children receiving Pupil Premium. It is up to each school to decide on its own priorities. Teaching staff, the SLT and Governors, monitor their attainment and progress. This is co-ordinated by the Deputy Head. Progress is tracked and intervention groups are planned for all pupils in each key stage according to their provision maps. The school is aware of extra vulnerabilities of certain groups of children so appropriate intervention strategies are selected according to the individual needs of the child. This is also reflected in our Safeguarding policy and Learning Support policy.

### Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender. The statement will be applied regardless of culture, faith or belief.

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