

# Pupil premium strategy statement – CALLANDS COMMUNITY PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery 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	382 (November 2024)
Proportion (%) of pupil premium eligible pupils	20% (October 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	23 <sup>rd</sup> October 2024
Date on which it will be reviewed	31 <sup>st</sup> July 2025
Statement authorised by	Siobhan Bentley
Pupil premium lead	Siobhan Bentley
Governor / Trustee lead	David Pierce-Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,407
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£4,523
<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>	£113,930

## 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 excellent progress and achieve highly 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 ensure that all pupils have access to a wide, rich set of experiences and there are an exceptional amount of opportunities for all pupils to develop their talents and interests. We will provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.

We will consider the challenges faced by 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.

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

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 & 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	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Year on Year, the parents of many disadvantaged children do not feel able to give their children the opportunities to take part in some curriculum or extra-curricular enrichment opportunities which the school offers due to financial restrictions, without the support of the school.
3	Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.
4	Wellcomm assessments on entry in EYFS, observations, and discussions with pupils indicate underdeveloped language, communication, interaction and vocabulary among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more widespread among our disadvantaged pupils than their peers.
5	PPG children have social and emotional needs requiring additional pastoral care and guidance.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.

## 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
Disadvantaged children develop their competence in transcription and composition.	<p>Disadvantaged children can record ideas in writing fluently and can communicate ideas articulately in writing which is organised coherently for a reader.</p> <p>By 2024/5</p> <p>At least 75% of disadvantaged children leave EYFS able to write recognisable letters, spell words by identifying sounds in them and representing the sounds with a letter and writing simple phrases and sentences that can be led by others.</p> <p>At least 90% of disadvantaged children achieve 32+ in the Y1 Phonics Screening Check.</p> <p>Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national in writing.</p>
Increased number of disadvantaged children access enrichment opportunities offered for personal development.	<p>By 2024/5</p> <p>100% of disadvantaged children access one extracurricular activity per term.</p> <p>90% of disadvantaged children participate in the Y2 and Y6 residential visits.</p>
Improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.	<p>Wellcomm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills amongst the disadvantaged pupils at the end of EYFS.</p> <p>EYFS children access vocabulary at the higher stages of the Floppy Phonics decodable books.</p>
Continued improvements in the reading attainment of disadvantaged children.	<p>By 2024/5</p> <p>Attainment of PPG children who achieve 32+ in the Y1 Phonics Screening Check is above that of national.</p>

	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national. More PPG children attain greater depth
Improved attendance of disadvantaged children.	Attendance and punctuality can cause a significant loss of learning time for pupils. Involvement of Attendance Officer at Early Help Meetings.

## 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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</a>	1 & 4
Embed the school's new English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing outcomes.	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. <a href="https://literacycounts.co.uk/research-influences/">https://literacycounts.co.uk/research-influences/</a>	1, 4 and 6
Continue to enhance the quality of the teaching of phonics.	From EEF phonics support has a proven impact with average gains of 4+ months. Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.	1, 4 and 6

### Targeted academic support

Budgeted cost: £31,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils targeted make accelerated progress in reading and writing, to close gaps in learning and deepen understanding in reading and writing for disadvantaged pupils.	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4 and 6
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4 and 6

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

Budgeted cost: £6,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Further support at the Early Help stage can be brokered with Attendance and Social Care through this facility.	1, 2, 3, 4, 5 & 6
Attendance of more PPG children at after	Evidence suggests that cultural capital passed on through families helps	2, 6

school activities/residential visits	children do better in school. The education system values the knowledge and ways of thinking	
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**Total budgeted cost: £106,260**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Educational Outcomes for 2023 – 2024

- Of the 7 Pupil premium children in EYFS 71% achieved GLD.
- Of the 9 Pupil premium children in Year 1, 78% achieved 32+ in their phonics screening.
- At the end of KS2 at ARE attainment overall in all subjects is above national averages (Reading 84%, Writing 80%, Maths 80%).
- Of the 14 children who were Pupil premium 50% achieved ARE or better in all subjects.

Summary: In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have had some success across the school overall. Intervention strategies need to be continued for this academic year.

### Externally provided programmes

*Pupil premium funds have not been spent on external providers or programmes this year.*

Programme	Provider
Hayley Wynne	EY2P
Toni Priddey	Maths Consultancy –First 4 Maths

## Service pupil premium funding – Not applicable for 2024/25

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A