Pupil premium strategy statement – Long Melford CE Primary School

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	225 209 – School 16 - Nursery
Proportion (%) of pupil premium eligible pupils	20.6% 43 children
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Woolmer
Pupil premium lead	Amanda Woolmer
Governor / Trustee lead	Cheryl Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,650
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 43,650

Part A: Pupil premium strategy plan

Statement of intent

At Long Melford Church of England Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- *Remove barriers to learning created by poverty, family circumstances and background*
- *Narrow attainment gaps between disadvantaged and their non-disadvantaged peers both within school and nationally*
- *To ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience*

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition*
- *Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences*
- *Provide opportunities for all pupils to participate in enrichment activities including sport and music*
- *Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 achieve the pass mark of the Phonic Check.
Attendance	Ensure that attendance of disadvantaged pupils is at least 95%

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: £*11,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTS Assessments	Pupils make accelerated progress. Gaps within learning are able to be identified. Pupils are at least in-line with all other pupils nationally. Pupils confidence to articulate the written word and perform with confidence has improved.	1 & 2
Shine Interventions	Pupils make accelerated progress. Gaps within learning are able to be targeted with interventions. Pupils are at least in-line with all other pupils nationally. Pupils confidence to articulate the written word and perform with confidence has improved.	1 & 2
Wellcomm	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence	1, 2, 3 & 5
Speechlink and Languagelink	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence	1, 2, 3 & 5
Little Wandle CPD	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	1, 2, 3 & 5
Accelerated Reader and Star Reader	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Increased reading at home.	1, 2, 3 & 6
Reading	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Increased reading at home.	1, 2, 3 & 6

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
Shine Interventions	Pupils make accelerated progress. Pupils are at least in-line with all others nationally. Gaps are filled.	1, 2, 3 & 5
Follow-up sessions for all year groups	Pupils make accelerated progress. Gaps are filled.	1, 2, 3 & 5
Little Wandle catch-up sessions	Pupils make accelerated progress. Pupils are at least in-line with all others nationally. Gaps are filled.	1, 2, 3 & 5
Booster Groups	Pupils make accelerated progress. Pupils are at least in-line with all others nationally. Gaps are filled.	1, 2, 3 & 5

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

Budgeted cost: £*22,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free / subsidised Breakfast and After School Club placements	All pupils have a settled start to the school day. No pupil starts the day hungry.	1, 4 & 5
School to provide uniform	All pupils have the necessary equipment and clothing.	1, 4 & 5
Thrive	Improved SEMH of all pupils. Instances of poor behaviour reduced at home as well as at school.	All areas of challenge
ELSA	Pupils are safe and are confident in themselves and can manage their emotions effectively	All areas of challenge
Wider Curriculum Opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4 & 5
Parent workshops, stay and play etc	Strengthened partnership with parents and carers Parents / Carers regularly support pupils with home.	All areas of challenge
Attendance	Purchase EWO support Rewards for good attendance and punctuality	All areas of challenge

Total budgeted cost: £*44,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 phonics screening

Number in cohort: 31 Number entitled to PPG: 6

90.3% of pupils achieved the expected standard

83.3% of PPG pupils achieved the expected standard

Three children did not meet the expected standard. 1 of those children is entitled to PPG. The three children who did not achieve the expected standard are SEND and all have Speech and Language issues and are being seen / have been seen by the Speech and Language Team.

Action taken to identify and plan for the needs of individual children who did not meet the standard:

To continue to receive Little Wandle teaching as well as the Fluency Reading Scheme.

Year 2 – end of Key Stage 1 outcomes

Number in cohort: 30 Number entitled to PPG: 4

90% pupils at or above expected standard 2023 in reading

GDS 20%

75% PPG pupils at or above expected standard 2023 in reading

GDS 25%

77% pupils at or above expected standard 2023 in writing

GDS 6.7%

50% PPG pupils at or above expected standard 2023 in writing

GDS 0%

80% pupils at or above expected standard 2023 in mathematics

GDS 13.3%

25% PPG pupils at or above expected standard 2023 in mathematics

GDS 0%

Strengths:

Reading fluency was a focus. This worked well and will be continued this year. Little Wandle fluency readers have been purchased and introduced.

Areas for development:

Writing was an area for development. Personal Writing Projects were introduced and used to help to develop writing. This work will continue and is outlined in the School Development Plan.

Challenging children was an area of development for this cohort.

This cohort had a large number of children who had Speech and Language issues when they entered school. Speech Link and Language Link have been used to support them.

Specific measures planned for this cohort of children as they move into Year 3:
Reading teacher assessments showed that a high level of children met the age-related expectation in Year 2. Challenge using quality reading texts such as Take One Book and Reading Gladiators are in place to ensure that children continue to make progress with their reading.

Year 4 Multiplication Tables Check
Number in cohort: 29 Number entitled to PPG: 8

In November 2022, the average score for the Multiplication Tables Check was 19.8 points.

66% pupils at or above expected standard 2023
50% PPG pupils at or above expected standard 2023

Specific measures planned for this cohort as they move into Year 5:
Having made slow progress in Year 3 when they had a disturbed year due to a change of teachers and high absences due to covid infections, this cohort made good progress in Year 4. The teacher in Year 5 is very strong and is ready to consolidate and build on learning.

Year 6 – end of Key Stage 2 outcomes
Number in cohort: 22 Number entitled to PPG: 10

73% pupils at or above expected standard 2023 in reading (national 73%)
GDS 45.5%
80% PPG pupils at or above expected standard 2023 in reading
GDS 40%
77.3% pupils at or above expected standard 2023 in writing (national 71%)
GDS 18.2%
80% PPG pupils at or above expected standard 2023 in writing
GDS 30%
91% pupils at or above expected standard 2023 in mathematics (national 71%)
GDS 46%
80% PPG pupils at or above expected standard 2023 in mathematics
GDS 40%
68.2% pupils at or above expected standard 2023 in combined reading, writing and maths (national 59%)
80% PPG pupils at or above expected standard 2023 in combined reading, writing and maths

KS1 to KS2 progress measures

Reading	for all pupils	**+0.36**
	for PPG pupils	**+0.72**
Writing	for all pupils	**-1.04**
	for PPG pupils	**+0.81**
Maths	for all pupils	**+2.37**
	for PPG pupils	**+2.31**

Comments relating to the achievement of PPG groups

As a cohort they had made slow progress since returning from covid shutdowns.
They had little sustainability within their learning.

Strengths: Challenge was an area of focus within Year 6 last year. Our GDS scores showed that children were receiving challenge and were taking part in challenging activities or using challenging resources.

Areas for development: The two main areas within Year 6 for development are Reading and Writing.
The areas can clearly be found within our School Development Plan.
The Hub Schools within our Multi-Academy Trust are planning to work together to further develop writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None