

Pupil premium strategy statement – [insert school name]

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
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>	£
Total budget for this academic year <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>	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>
2	
3	
4	
5	

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
<i>Add or delete rows as needed</i>	

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children outperformed their peers in KS2 SATs.

PP	13 57%	GPS		Reading		Maths		Combined	
		Expected +	Greater Depth						
		7	54%	8	62%	6	46%	6	46%
		0	0%	1	8%	0	0%	0	0%
Non PP	10 43%	GPS		Reading		Maths		Combined	
		Expected +	Greater Depth						
		2	20%	3	30%	4	40%	2	20%
		1	10%	0	0%	1	10%	0	0%

Attendance was higher than national in 2021/22 with 95.1% compared to 89.4% nationally. Disadvantaged attendance was 94.6%. Persistent absence was 13% against 23% nationally.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute with low resilience, self-esteem and self-regulation.

We carried out PASS (pupil attitudes to self and school) assessments with all pupils in KS2. This reflects the dramatic improvement in mental health and well-being of the children as a result of the school prioritisation of mental health and well-being.

September 2021

PASS Factor	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Year 3	30.3	31.3	20.2	34.4	39.2	36.5	23.7	36.3	27.0
Year 4	58.0	29.6	23.9	22.3	32.0	37.8	28.9	56.8	34.7
Year 5	29.9	28.7	29.0	35.4	30.5	21.7	29.7	37.0	29.0
Year 6	14.3	25.7	19.3	29.0	16.2	13.0	25.0	28.7	12.3

July 2022

PASS Factor	Feelings about school	Perceived learning capability	Self-regard	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to
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			as a learner						curriculum demands
Year 3	39.1	41.3	35.4	57.5	69.2	56.5	40.1	56.3	36.6
Year 4	58.0	68.3	64.2	65.4	72.0	76.9	65.0	68.8	58.8
Year 5	54.4	47.4	42.3	57.8	73.2	39.5	56.2	49.2	41.6
Year 6	35.1	41.8	29.9	39.3	53.5	60.3	43.5	41.3	25.3

In the light of impacts last year we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Inclusion Quality Mark Flagship Status including annual assessment and action plan
- Silver Rights Respecting Children award
- Undertaking a project to support and develop Early Careers teachers alongside the Dfe ECT programme. This will include a range of SEND training routed in regulation and restorative conversations and the CPD programme Walk Thrus based on cognitive science in line with EEF evidence.
- Work alongside behaviour specialist, Jason Bangbala, to review current systems, learning environments and use of adults
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Implementing a new approach to pupil leadership including peer mediation
- Utilising seedlings mental health service

Planning, implementation, and evaluation

Development of the pupil premium strategy is based on ongoing review and self-evaluation on school performance against the last plan.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Phonics	<p>£4000 additional books and RWI access.</p> <p>Staff CPD £1000 staff cost</p> <p>Monitoring and additional staffing to support keep up £10,000 (TA cost)</p>
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	<p>£1000 (SLT time and release cover)</p> <p>Total £6,000</p>
Maths	<p>Maths training – primarily through maths hub</p> <p>Cost of staff release and cover £2000</p> <p>Math resources – TTS and IPad access £1500</p> <p>TA support £5000</p> <p>Total: £8,500</p>
Reading for pleasure	<p>Renew books especially non-fiction and author visits, staff training, membership of Liverpool Learning Partnership.</p> <p>Total £5,000</p>