

Pupil premium strategy statement – Turton Edgworth CE /Methodist Primary School: 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the academic year 21-22) 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	197
Proportion (%) of pupil premium eligible pupils	10.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23; 23-24; 24-25
Date this statement was published	October 22
Date on which it will be reviewed	October 23 ✓ October 24
Statement authorised by	Craig Wheatley
Pupil premium lead	Claire Sears
Governor / Trustee lead	Stacey Painter

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 22-23	£ 26,450
Pupil premium funding allocation the academic year 23-24	£ 26,190
Pupil premium funding allocation the academic year 24-25	Not yet known
Recovery premium funding allocation academic year 22-23	£ 2000
Recovery premium funding allocation academic year 23-24	£ 0
Recovery premium funding allocation academic year 23-24	Not yet known
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year 22-23	£ 28, 450
Total budget for this academic year 23-24	£ 26, 190
Total budget for this academic year 24-25	Not yet known

Part A: Pupil premium strategy plan

Statement of intent

At Turton Edgworth CE / Methodist Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and access to wider opportunities. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We also recognise that pupils who are not in receipt of the Pupil Premium Grant may need some additional support and/or 'boosting'.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils
- Ensure children from disadvantaged backgrounds make at least the same progress as other children
- Provide access a wide range of opportunities for our disadvantaged children in order to develop their knowledge and understanding of the world
- Ensure any mental health and wellbeing needs of disadvantaged pupils are met

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils. We work hard to ensure all of our children make outstanding progress but ensure we are especially focused on those in receipt of PPG. Class teachers will identify, through pupil progress meetings, specific intervention and support for individual pupils which are reviewed throughout the year. Alongside academic support, we will ensure that we meet the needs of any pupils who may have social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
SEND	Over 25% of pupils who receive PPG also have a specific learning need (SEND) and 5% have an EHCP
SEMH	Increasing numbers of children who require more pastoral support in order to allow them to reach their potential. Some of our children in receipt of PPG have a lower self-esteem than peers
Attachment and ACEs	Some disadvantaged children at our school have significant ACEs. We have also noticed that attachment issues are more commonplace at our school with disadvantaged pupils than non-disadvantaged pupils
Attainment	Some of our disadvantaged pupils still do not make as much progress as their peers even though interventions are in-place

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
Ensure disadvantaged pupils make at least as much progress as their peers from their individual start points	The progress measures for disadvantaged pupils are in-line with non-disadvantaged pupils and in some cases are even accelerated
Narrow the gap in attainment between disadvantaged and non-disadvantaged pupils	The outcomes for disadvantaged pupils are in-line with non-disadvantaged pupils
To ensure any mental health and wellbeing needs of disadvantaged pupils are met	Needs are identified early and provision is in place to support them. Pupils have access to support that enables them to be prepared for learning

Activity in this academic year (23-24)

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: £ 14,824

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD for teaching and TA staff	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching At Edgworth, we believe that above all else, quality first teaching has the greatest impact on children's progress and attainment	1, 2, 3, 4
Purchase of Learning by Questions (LBQ)	www.lbq.org/Evidence	1, 2, 4
CPD for staff on ACEs and SEMH	https://learning.nspcc.org.uk/child-health-development/child-mental-health https://www.aft.org/ae/summer2019/murphey_sacks	3
SEND audit (LA)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 4
Purchase of scheme and whole school phonics CPD	https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading https://www.littlewandlelettersandsounds.org.uk/about-us/ At Edgworth, we believe that reading is at the heart of all learning and this is evident in our SIP and around school	1, 2, 4
Investment in Maths Mastery CPD across whole school	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	1, 4
Resources		1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) in 23-24

Budgeted cost: £ 8556

Activity	Evidence that supports this approach	Challenge numbers addressed
Physical (gross motor) interventions	https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills	1, 4
Additional phonics support for children who do not achieve the expected standard <i>(inc. in KS2)</i>	https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading At Edgworth, we believe that reading is at the heart of all learning and this is evident in our SIP and around school	1, 4
Tutoring for identified pupils in Y1-Y6	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf Evidence that school closures have impacted on pupils learning (EEF).	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) in 23-24

Budgeted cost: £ 4014

Activity	Evidence that supports this approach	Challenge numbers addressed
Gardening club	https://novakdjokovicfoundation.org/benefits-of-gardening-for-children/	1, 2, 3
Educational visits	https://www.teachwire.net/news/mental-health-how-a-great-school-trip-can-boost-childrens-wellbeing/	3, 4
Healthy minds	https://www.healthyyoungmindspsc.co.uk/our-work/mental-health-support-teams	2, 3
CAF	PPG lead is also CAF leader in school	1, 2, 3, 4

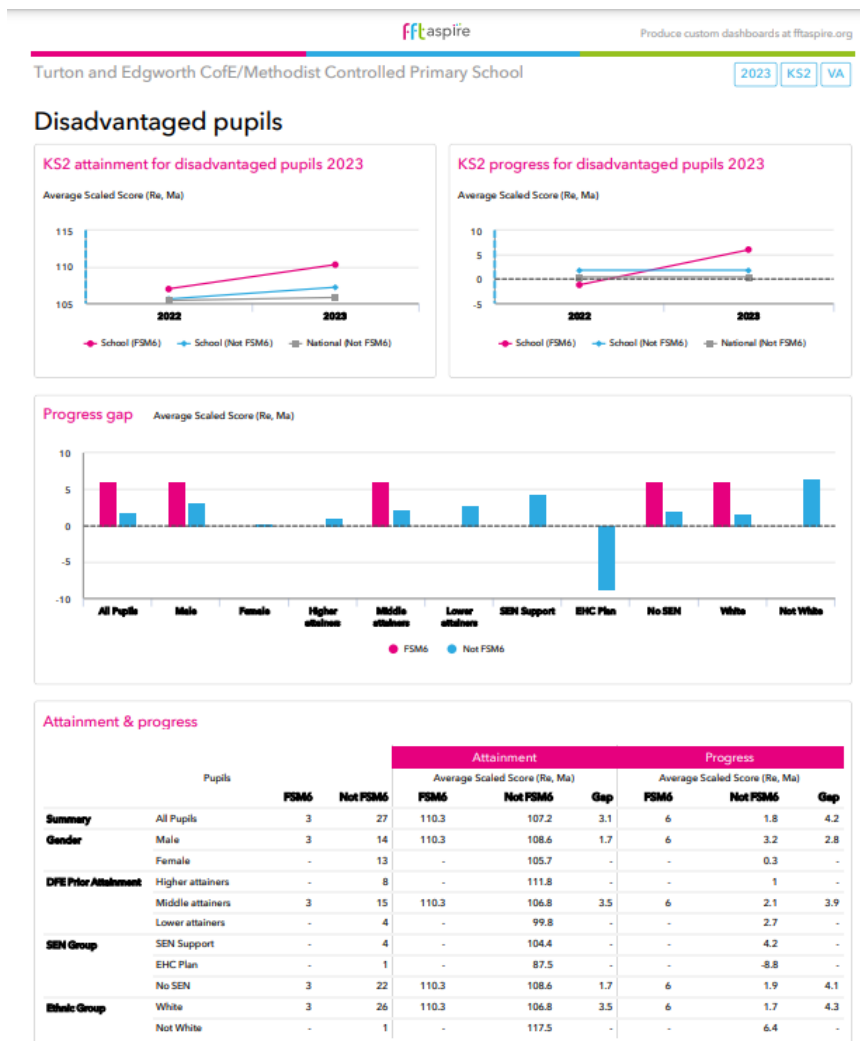
Total budgeted cost: £ 27,394

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: % are EXS+ for their chronological age			
	Reading	Writing	Maths
Disadvantaged pupils	88.9%	66.7%	77.8%
Non-disadvantaged pupils	83.4%	76.1%	89.6%

Progress			
	Reading	Writing	Maths
Average progress score for disadvantaged pupils	6.1	5.9	6.1
Average progress score for non-disadvantaged pupils	6.0	5.9	6.0



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
TT Rock Stars	Maths Circle Ltd
Healthy Young Minds	Lanc's / South Cumbria Health and care partnership
LBQ	Bowland Charitable Trust
Maths Mastery	The Maths Hub (Abacus NW)

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>
Child eligible for service funding accessed Healthy Young Minds and specifically targeted catch-up interventions (22-23)
The impact of that spending on service pupil premium eligible pupils
Child is working at EXS in R, W and M. Accelerated progress in reading. Mental health and emotional wellbeing supported (22-23)
<i>* Child eligible for service funding left at the end of Y6 in Summer 2023</i>