

Pikemere Primary School Pupil Premium Strategy Statement 2024-2025



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 | Pikemere School |
| Number of pupils in school | 217 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25 2025-26 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Anthony Hughes |
| Pupil premium lead | Anthony Hughes |
| Governor / Trustee lead | Helen Morris |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £53,850 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £53,850 |



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Pikemere Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet pupils's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that pupils are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our pupils in receipt of Pupil Premium, with the main aim being that these pupils do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Pikemere Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged pupils are supported in achieving uplifted levels of attainment.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of pupils in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

We recognise that disadvantaged pupils 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 circumstance and background so that disadvantaged pupils are represented proportionately through all areas of school.
- Enable our more disadvantaged pupils to make good- if not better- progress than their non-disadvantaged counterparts both within school and nationally, reaching their uplifted targets. This is done via equitable teaching approaches targeted at accelerating progress of our disadvantaged learners.
- Ensure 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
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Prepare our pupils fully for their next stage of schooling

Achieving our objectives:

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

- Ensure that Raising Attainment for Disadvantaged Youngsters (RADY) acts as a golden thread through all aspects of school life so that experiences and outcomes for disadvantaged learners are at the forefront of school priorities.
- Provide quality first teaching in all core subject areas for all pupils, ensuring equitable approaches to target our disadvantaged learners.
- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Identify each child's barriers to learning, and explore research and evidence to support decisions for specific interventions/strategies in order to help them reach their uplifted targets.
- Provide targeted intervention and support to quickly address identified gaps in learning- including the use of small group work and 1:1 tuition
- Regularly check pupils's progress, and adapt interventions if necessary
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences, ensuring PP pupils are proportionately represented in all groups across school including:
 - Providing opportunities for pupils to participate in enrichment activities including sport and music
 - Providing appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and that targets for disadvantaged pupils are uplifted based on the attainment gap with their non-disadvantaged peers.
- Class teachers will identify specific intervention needs 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
- The principles of our strategy are a golden thread that run through our whole school ethos. We hope that there will be a ripple effect for all pupils in our school

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><u>Academic Achievement</u></p> <p>Assessments and observations across school show that less disadvantaged pupils achieve expected standard in core subjects across school. The attainment gap grows as pupils move through the school, resulting in as high as a 9 point scaled score gap in reading in Year 6 between disadvantaged and non-disadvantaged pupils. Average scaled scores for disadvantaged pupils are also lower than non-disadvantaged peers.</p> |
| 2 | <p><u>Learning Behaviours</u></p> <p>Through observations and discussions with staff there is evidence to suggest small numbers of pupils lack independence in learning and are dependent on adult support to be successful in learning. Our disadvantaged pupils are observed to be less confident in planning, monitoring and evaluating their learning than non-disadvantaged pupils.</p> |
| 3 | <p><u>Attendance</u></p> <p>Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. In 203/24, average attendance for disadvantaged pupils was 93.2% compared to 95.2% for non-disadvantaged.</p> |
| 4 | <p><u>Mental Health and Wellbeing</u></p> <p>Disadvantaged pupils are currently over represented in emotional literacy groups. Our PP percentage in school is currently 11% but 50% of pupils receiving ELSA support are disadvantaged.</p> |
| 5 | <p><u>Enrichment</u></p> <p>Analysis of club registers shows that a smaller proportion of disadvantaged pupils access sports clubs, music lessons or pupil groups across school when compared with non-disadvantaged peers.</p> |

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 |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To improve academic outcomes for our pupils so they attain in line with national figures in reading, writing, maths and SPaG. | <ul style="list-style-type: none"> ✓ Disadvantaged pupils make accelerated progress towards uplifted attainment targets across the curriculum ✓ Attainment of disadvantaged pupils in core subjects is in line with national averages |
| 2. To ensure equitable teaching approaches for our disadvantaged pupils across all lessons | <ul style="list-style-type: none"> ✓ Teaching and learning strategies are applied equitably across all classes, including both guided and independent practice ✓ Disadvantaged pupils make accelerated progress towards uplifted targets ✓ Disadvantaged pupils display metacognitive strategies in planning, monitoring and evaluating their own learning across the curriculum |
| 3. For all pupils to achieve and sustain improved attendance, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> ✓ Attendance of all pupils (including disadvantaged learners) to be in line with the school attendance target of 97% by 2026/27. |
| 4. Improved emotional regulation and emotional literacy of disadvantaged pupils across school. | <ul style="list-style-type: none"> ✓ Boxall profile scores show disadvantaged pupils have improved self-efficacy. ✓ Disadvantaged pupils are proportionally represented in numbers of pupils requiring pastoral intervention. |
| 5. All disadvantaged pupils enjoy an enriched curriculum of extra-curricular activities. | <ul style="list-style-type: none"> ✓ Club registers show that disadvantaged pupils access at least one club or music lesson for a minimum of one term per year. ✓ In student groups across school, disadvantaged pupils are proportionally represented. ✓ Disadvantaged pupils access the breadth of school trips and residential activities offered across school |

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). Budget: £26,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Continued implementation to embed the RADY programme across school so it forms a golden thread across all areas of school life.</p> <p><i>We will fund time for leaders across school to monitor and work closely with staff to develop practice in individual year groups and subjects</i></p> | <p>Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies. Raising aspirations by applying an uplift to all pupil premium pupils supports this.</p> <p>EEF Guide to the Pupil Premium</p> | 1-5 |
| <p>Development of an oracy strategy in school to support all learners' use of vocabulary, articulation of ideas and spoken expression</p> | <p>There is a secure evidence base that suggests that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,4 |
| <p>Establishment of equitable approaches to teaching and learning for disadvantaged pupils across school with a focus on Rosenshine's principles and EEF's guides to Literacy and Mathematics</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF Improving Literacy in KS2 EEF improving Mathematics in EYFS and KS1</p> | 1,2 |
| <p>Continued training and development of metacognitive strategies in all learners to ensure they are confident in planning, monitoring and evaluating their own learning.</p> | <p>EEF research shows +7 months progress / year.</p> | 1,2,4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budget: £17,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional phonics sessions targeted at pupils who require further phonics support. Now embedded in EYFS/ KS1, the focus will now move to implementing this across KS2. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Continued development and support of our ELSA trained staff via supervision, access to resources and up to date training. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning EEF Case Study Example | 4 |
| To ensure targeted interventions have impact on pupil attainment and progress. These interventions include precision teaching, reading comprehension interventions, pre/post teaching activities, bespoke intervention packages | Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. Supporting pupils with SEND EEF Making Best Use of TAs | 1,2,3,4 |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budget: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Embedding principles of good practice set out in the DfE's Working together to improve school attendance . This will involve training and | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred. | | |
| Support for trips and other extra- curricular activities (including residential) | To reduce the overall financial burden upon Pupil Premium pupils's parents / carers, the school will part fund the overall cost of the trips, residential trips and other extra-curricular activities, where required, to enable accessibility for all. | 5 |
| Ensure that all disadvantaged pupils have access to sports clubs and music tuition | Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF Arts Participation | 5 |
| To increase parental engagement for all families | Parental engagement in pupils's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages EEF Parental Engagement | 1-5 |

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 academic years: '21- 22' to '23-24'.

RADY

Pikemere School is one year into the RADY (Raising Attainment for Disadvantaged Youngsters) project and has spent time ensuring that the four key principles (RADY as a golden thread, uplift, equitable teaching and proportional representation of disadvantaged youngsters) are being implemented across school.

Pupil Outcomes

Outcomes at the end of KS2 showed that 50% of our disadvantaged pupils achieved the expected standard in Reading, Writing and Maths. 66% achieved the expected standard in reading, 66% in writing and 66% in maths. All above figures are below the national average.

Overall across school, 67% of pupils achieved the expected standard in reading, 54% for writing and 63% for Maths. In each area, pupils achieve significantly lower than their non-disadvantaged peers.

In reading, 85% of pupils made at least 3 steps progress from the end of 2022/23 academic year.

In writing, 81% of pupils made at least 3 steps progress from the end of 2022/23 academic year.

In maths, 81% pupils made at least 3 steps progress from the end of 2022/23 academic year.

Proportional representation

Proportional representation wasn't tracked across clubs but 7 pupils eligible for PP funding accessed funded music lessons. Going into 2023/24, we aim to ensure that all PP pupils access either funded music lessons or a paid club.

Uplift

Our Year 4 cohort was used as our trial RADY cohort. Uplift was applied to their end of previous year scaled scores and tracked through the year. Assessment data showed that disadvantaged pupils maintained the attainment gap from the previous year in reading and maths, rather than it widening as national data shows happens year on year. This year, we will be uplifting data from all disadvantaged pupils from Reception to Year 6.

