

# Pupil premium strategy statement 2024-2027

This statement details Penketh Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Penketh Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 -2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Head teacher Mrs Kayll
Pupil premium lead	Mr Towey
Governor / Trustee lead	Ms Jo Hancock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£TBC

# Part A: Pupil premium strategy plan

## Statement of intent

At Penketh Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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.

High-quality teaching 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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 and raise expectations of what they can achieve.

### **Objectives for disadvantaged pupils**

1. To close the attainment gap for disadvantaged pupils across the curriculum in reading, writing and maths, GLD and MTC
2. To increase % attaining greater depth across all Key Stages through improving quality first teaching and targeted pre teaching across the curriculum
3. To increase attendance of pupil premium pupils using attendance monitoring to be above national and local data and reduce in school gap
4. To increase engagement in all extracurricular activities evidenced by monitoring engagement in extracurricular activities

***How does our current pupil premium strategy plan work towards achieving those objectives?***

Penketh has adopted the EEF Pupil premium guide to build a tiered approach

- **Improve high quality teaching for all pupils** through tailored CPD (First4Maths, Literacy consultant, EY2P CPD, NCETM, SIL Curriculum leadership, CPD –Walk Thru)

Ensure all teaching staff use the principles of effective teaching: they have a good subject knowledge of all subjects they teach; they present subject matter clearly; they promote discussion; they check pupils' understanding systematically and identify misconceptions accurately and provide clear feedback; and they adapt their teaching to meet the needs of all pupils, particularly those who are disadvantaged.

- **Targeted support** utilising diagnostic assessments an example for reading is NFER and PM Bench Marking. Within maths utilising the DfE maths guidance documents supported by NCETM exemplification of ready to progress criteria to accurately diagnose and reduce gaps. School will use NFER summative assessment and a range of formative assessments whilst teaching. We use Welcomm to quickly identify speech and Language barriers and target appropriately.
- Diagnostic assessments inform targeted support through tutoring and interventions delivered as 1:1 or in small groups
- **Wider strategies** – attendance monitoring for persistent absence, engagement in extracurricular activities

### **Key principles of your strategy plan?**

#### **Key principles adopted are:**

- Diagnose challenges accurately
- Tiered approach to address challenges:
  - Use research based evidence to continue to improve high quality teaching
  - Implementation of evidenced based, targeted academic support, that have been identified through diagnostic assessment of needs
  - Implementation of wider strategies to overcome barriers
- Implementation following EEF implementation guidance
- Monitor and evaluate strategy and then respond to implementation data to tailor and improve approach at key points
- Ongoing rigorous evaluation of pupil's attainment, challenges and needs
- Sustain and adapting plan based on evaluations

## Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged <b>attainment</b> gap in identified specific cohorts Diagnostic assessment evaluation indicates specific area to focus in on are:-</p> <p><b>English</b> 1: <b>Reading comprehension and fluency</b> techniques not securely applied :-</p> <ul style="list-style-type: none"> <li>• Inferring meaning from the text</li> <li>• Summarising or identifying key points from text</li> <li>• Using graphic or semantic organisers</li> <li>• Developing questioning/response strategies</li> <li>• Monitoring their own comprehension and then identifying and resolving difficulties for themselves</li> </ul> <p><b>Maths</b> <b>Calculation and fluency</b> Where there is a gap pupils are not able to choose and use efficient calculation methods for addition, subtraction, multiplication and division. They do not have automatic recall of a core set of multiplicative and additive facts to enable them to focus on learning new concepts</p> <p><b>Writing</b> reducing the attainment gap</p> <p><b>Curriculum</b> Delivering high quality teaching across the curriculum reflecting subject specific pedagogy - children being able to remember more and do more</p>
2	Disadvantaged progress gap in identified cohorts/individuals for reading, writing and maths combined
3	<p>Our assessments including pupil survey, My Happy Mind and observations and discussions with pupils and their families have identified social and emotional issues for a number of pupils</p> <p>Teacher referral for work with ELSA and SMHL remain consistent Impact on attendance data and levels of persistent absence for pupil premium pupils - gap is now below national data continue to sustain</p>

4	Social, Emotional and Mental Health needs of pupils identified through pupil conferencing, engagement with extracurricular activities attendance and engagement in clubs
5	Oracy - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged and non-disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers

## 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
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<p>1: To close the attainment gap for disadvantaged pupils through quality first teaching in reading, writing and maths</p> <p>By the use of targeted support through tutoring and interventions in 1:1 or small group alongside improved quality first teaching</p>	<p><b>Long term goal ( 3 year strategy plan)</b>  KS2 end points show reducing gap between disadvantaged and non-disadvantaged pupils  High quality teaching is evident across all sequences of teaching and is sustained across the curriculum  Targeted support is timely, impactful and sustained improvements evidenced at distance from learning</p> <p><b>Medium term goal</b>  Attainment gap between disadvantaged and non-disadvantaged is diminishing  Evidenced through formative assessments, book looks and in year summative assessment  Targeted support is closely meeting and addressing pupils needs and show improvement from baseline to end of intervention programme  Subject knowledge and subject specific pedagogy is improving quality first teaching in all subject areas of the curriculum</p> <p><b>Short term goal (termly)</b>  Staff CPD is planned to reflect needs and followed up to ensure all ongoing CPD needs are identified and met – TAs and class teacher  Appropriate and clear diagnostic assessments used to identify gaps and steps in learning identified  Research and evidenced based interventions are delivered and staff members receive CPD to deliver</p>
<p>2: To increase % attaining Reading, Writing, Maths combined by the end of Key Stage 2 through improving quality first teaching and targeted CPD</p>	<p><b>Long Term Goal</b>  Disadvantaged pupils attain at least in line, or better, than national data for mastery than for non-disadvantaged pupils at key transition points in education</p> <p><b>Medium Term Goal</b>  All disadvantaged pupils attain age related expectations by the end of key transition points in education  Disadvantaged pupils receive high quality teaching to access mastery with quality first teaching and the use of pre and post teaching strategies</p>

	<p><b>Short Term Goal</b></p> <p>Disadvantaged pupils not on track for age related expectations receive targeted support to close the gap</p>
<p>3: To increase attendance of pupil premium pupils using attendance monitoring to be above national and local data and pupil survey and discussion reflect positively</p>	<p><b>Long term goal</b></p> <p>Attendance and persistent absence will be at least in line or better than non-pupil premium national and local data and within school data</p> <p><b>Medium term goal</b></p> <p>Pupil premium pupil's attendance will be above national pupil premium attendance</p> <p>Pupil premium pupil's persistent absence will be lower than national and local data for persistent absence pupil premium pupils</p> <p><b>Short term goal</b></p> <p>Half termly monitoring and evaluation of pupil premium attendance and access to early help to overcome potential barriers to school attendance</p>
<p>4: To increase engagement in all extracurricular activities evidenced by monitoring engagement in extracurricular activities</p>	<p><b>Long term goal</b></p> <p>All pupil premium pupils will access and engage with an extra-curricular activity</p> <p><b>Medium term goal</b></p> <p>Barriers to attendance will be identified and overcome with a team around the child focus and amendments to when extracurricular activities are delivered and type of extra-curricular activities</p> <p><b>Short term goal</b></p> <p>Monitor attendance at all extra-curricular activities and representation in school council, eco team and anti-bullying ambassadors – half termly review to monitor improvement</p> <p>Identify potential barriers to attendance and ways to overcome these</p>
<p>5. Improved oral language skills and vocabulary among disadvantaged pupils across all curriculum areas</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000 tbc

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EY2P Consultancy support and CPD</p> <p>Ensure the curriculum in EYFS and Y1 supports all pupils, in particular the most disadvantaged, with a particular focus on developing speech, language, communication and early reading, writing and maths skills through quality first teaching</p>	<p>EEF Preparing for Literacy guidance document</p> <p>EEF Improving Literacy in KS1 guidance document</p> <p>EEF Improving Literacy in KS2 guidance document</p> <p>Welcomm</p> <p>Oracy 21</p> <p>Oral Language interventions EEF</p> <p>Oracy Skills framework Cambridge</p>	<p>1 2 3 5</p>
<p>Work with local Maths Hub 3, investing in high quality CPD First4Maths and NCETM progress materials and CPD for all teachers and teaching assistants to deliver high quality teaching including oracy</p>	<p>EEF Improving maths in the Early Years and KS1 guidance document</p> <p>EEF Improving mathematics in KS2 guidance document</p> <p>NCETM research</p> <p>First4Maths consultancy and moderation</p> <p>Ready to progress documents to identify the most important conceptual knowledge and understanding pupils as they progress from Year 1 to year 6. These important concepts are referred to as ready to progress criteria and provide a coherent , linked framework to support pupil’s mastery of the primary mathematics curriculum</p>	<p>1 2 3 5</p>

	OUP TalkforMaths benchmarks Oxford Vocabulary framework	
Embed Penketh's writing approach to the teaching of English, ensuring that the most vulnerable pupils access high quality texts and vocabulary, thus impacting on their reading and writing outcomes. Delivered through paid for bespoke CPD to improve high quality teaching Literacy company CPD bespoke for teacher planning	EEF Improving Literacy in KS2 guidance document  Use high quality units of work using vocabulary rich vehicle texts from Reception through to Year 6. These enrich teaching of writing and contextualise spelling, grammar and punctuation. Progression of vocabulary	1 2 3 5
Tailored CPD package for staff focusing on 'how children learn' metacognition using evidenced based research -EEF Guidance documents and Rosenshine's principles of instruction for curriculum pedagogy	EEF Metacognition and self-regulated learning guidance report  Rosenshine's principles of instruction	1 2 3 5
SIL Curriculum Leadership CPD improving subject specific pedagogy	EEF Metacognition and self-regulated learning guidance report  Rosenshine's principles of instruction  DfE Research and review papers	1 2 3 5

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor led targeted support in phonics, reading comprehension, calculation and fluency	EEF using pupil premium effectively EEF education toolkit evidenced based impact	1 2 3 5
Use small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth	EEF using pupil premium effectively Rosenshine's principles of instruction EEF metacognition and self-regulated learning	1 2 3 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide wider school experiences through access to extracurricular clubs, resources, activities	EEF Pupil Premium guide Maslow's hierarchy of need – belonging	4
Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures).	EEF Pupil Premium guide	4
Continue to fund Educational Psychology/Early	EEF Pupil premium guide	1 2 3 4 5

Help support to ensure all pupils receive the earliest of intervention.	EEF Metacognition and self-regulated learning	
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**Total budgeted cost: £43,000**

## 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

#### Attainment and Progress 2022 2023

Robust internal summative assessment using NFER Assessments, prior phonics and KS2 SATs to monitor and evaluate scaled scores and progress made

Formative assessments made against clear end goals

#### Teaching priorities

#### EYFS

	2020 2021	2021 2022	2022 2023	2023 2024	National 2022 2023
Non Pupil Premium attaining a GLD	65.5%	77.8	79.3%	84.6%	TBC
Pupil premium attaining a GLD	60% -5.5%	100% +22.2	100% +20.7	50%	TBC

#### Comment

2020 2021 cohort specific 5 PLAC and 1 Service pupil – impact of Covid closures

No attainment gap between disadvantaged and non-disadvantaged

2023 2024 Pupil number not statistically significant.

## Attainment and progress in Reading GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD

*Impact: Ongoing targeted support required to close the disadvantage gap in reading*

	Reading 2020 2021	Reading 2021 2022	Reading 2022 2023	Reading 2023 2024	National 2022 2023
KS1 non pupil premium attaining GD	21%	33%	31.8%	No KS1 SATs	22%
KS1 pupil premium pupils attaining GD	33% +12	0% -33	16.7% -15.1%	No KS1 SATs	9%
KS1 non pupil premium attaining ARE	82.6%	90.5%	90.9%	No KS1 SATs	73%
KS1 pupil premium attaining ARE	66.7% -15.9	77.8% -12.7	50% -40.9	No KS1 SATs	54%

	Reading 2020 2021	Reading 2021 2022	Reading 2022 2023	Reading 2023 2024	National 2022 2023
KS2 non pupil premium attaining GD	33.3%	50%	15.6%	40.7%	TBC
KS2 pupil premium pupils attaining GD	53.6% +20.3	35.7% -14.3	0 -15.6	0%	TBC
KS2 non pupil premium attaining ARE	92.9%	85.7%	76.9	96.3%	TBC
KS2 pupil premium attaining ARE	100% +7.1	100% +14.3	50% -26.9%	80% -16.3	TBC

School need to continue to build consistency over time to diminish the disadvantaged gap as part of three year plan

KS2 2022 2023 contextual factors – high mobility across KS2 43.7%, 31% EAL and mobility across KS2, 2 EHCP pupils

KS2 2023 2024 Pupil premium above national data. School to continue working to reduce gap between pupil premium and non-pupil premium

KS1 2022 2023 contextual factors 21% with complex special educational and social and emotional needs

KS1 2023 2024 KS1 SATs not statutory

### Attainment in Writing GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD Sept 21 and Sep 22

*Impact*

Attainment: % pupils attaining GD in writing

	Writing 2020 2021	Writing 2021 2022	Writing 2022 2023	National 2022 2023
KS1 non pupil premium attaining <b>GD</b>	22%	14.3%	13.6	10%
KS1 pupil premium pupils attaining <b>GD</b>	0% -22	0% -14.3	0% -13.6	3%
KS1 non pupil premium attaining <b>ARE</b>	87	90.5	77.3	65%
KS1 pupil premium pupils attaining <b>ARE</b>	0% -87	66.7 -23.8	50% -27.3	44%

*No KS1 Statutory Assessments in 2023 2024*

	Writing 2020 2021	Writing 2021 2022	Writing 2022 2023	Writing 2023 2024	National 2022 2023
KS2 non pupil premium attaining <b>GD</b>	21.7%	21.4%	19.2%	22.2%	TBC
KS2 pupil premium pupils attaining <b>GD</b>	0% -21.7%	25% +3.6	0% -19.2	0%	TBC
KS2 non pupil premium attaining <b>ARE</b>	92.9%	89.3%	80.8%	92.6%	TBC
KS2 pupil premium pupils attaining <b>ARE</b>	100% +7.1	100% +10.7	66.7% +14.1	60%	TBC

## Attainment in Mathematics GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD

Attainment: % pupils attaining GD in maths

	Maths 2020 2021	Maths 2021 2022	Maths 2022 2023	National
KS1 non pupil premium attaining GD	13%	28.6	22.7	19%
KS1 pupil premium pupils attaining GD	33% +20	0% -28.6	0% -22.7	8%
KS1 non pupil premium attaining ARE	87%	90.5%	86.4	75%
KS1 pupil premium pupils attaining greater ARE	66.7% -20.3	77.8% -12.7	50 -36.4	56%

No KS1 Statutory Assessments in 2023 2024

	Maths 2020 2021	Maths 2021 2022	Maths 2022 2023	Maths 2023 2024	National 2022 2023
KS2 non pupil premium attaining GD	42.9%	42.9	34.6	44%	TBC
KS2 pupil premium pupils attaining GD	33.3% -9.6	0% -42.9	33% -1.6	0%	TBC
KS2 non pupil premium attaining ARE	96.4%	89.3%	92.3%	92.6%	TBC
KS2 pupil premium pupils attaining ARE	100% +3.6	100% +10.7	50% -42.3	60%	TBC

**Phonics** to attain above national Phonic screening check

### Impact:

Little Wandle CPD programme delivered to all staff across the school

Investment in fully decodable books to match pupils phonic level

	Phonics 2020-2021	Phonics 2021-2022	Phonics 2022-2023	Phonics 2023 2024	National 2022 2023
Non Pupil premium	91.67	83.3	88.9	86.2%	83%
Pupil premium	100%	66.7%	100%	100%	69%

	+8.33	-16.6	+11.1		
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### **Targeted academic support 2020 2021, 2022 2023, 2023 2024**

Continue to use small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth.

Pre and post teach continued throughout remote education 2020 2021

Tutor model to close gaps in learning and deepen understanding, knowledge, skills and *concepts in maths, reading and writing for disadvantaged pupils.*

#### ***Impact***

Within school league tables demonstrated that the greatest progress was made by disadvantaged pupils and pupils who have additional SENs for reading which reflects the quality of provision and impact both during remote education and whilst in school

Within school attainment tracking demonstrated the disadvantaged gap was closing in Year 1, 2 and 6 demonstrating the positive impact of transition year group focus in reading, writing and maths

In Year groups 3, 4 and 5 the disadvantaged gap was broadly in line with previous year.

### **Other 2021 2022, 2022 2023, 2023 2024**

Provide wider school experiences through access to extracurricular clubs, resources, activities and Burnett News Club.

#### ***Impact***

*All Pupil premium pupils attending extracurricular clubs has been monitored and demonstrates an increase in attendance. Approximately 89% of pupil premium pupils attended extracurricular activity. Those not attending were due to the timing of clubs. 2024 2025 increase number of clubs offered at lunch time to enable all pupils to participate*

Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures)

## Penketh primary school Attendance monitoring 2024 2025

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>LA</b>	<b>National 23</b>
	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>		
<b>All pupils</b>	4.7	3.8	4.1		3.0	5.9
<b>Pupil Premium</b>	6.0	4.8	5.1		5.1	8.4
<b>Not Pupil premium</b>	4.4	3.6	3.9		2.4	4.9

### Persistent Absence

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24	LA	National
<b>All pupils</b>	5.0	3.4	3.4	1.6	11.2	8.9	8.9	7.0	6.5	16.2
<b>Pupil Premium</b>	20.0	3.4	22.2	5.0	42.9	37.9	11.8	19.4	14.7	29.3
<b>Not Pupil premium</b>	4.1	3.4	1.6	1.2	4.7	4.0	8.3	4.8	3.6	10.9

### **Impact**

Attendance is still an area for improvement and monitored weekly for identified pupils

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Plus	Reading plus
Reading Eggs	Reading eggs

Nessy Assessment	Nessy
Little Wandle	Little Wandle

## Service premium funding

Measure	Detail
How did you spend your service pupil premium allocation last academic year?	Due to low numbers of Service Premium pupils, they access the same support and intervention as their Pupil Premium peers. They are considered a fully integrated part of the Pupil Premium Cohort
What was the impact of that spending on service pupil premium eligible pupils?	Progress was in line with school expectations  Attendance in school was in line for all pupils